DOCUMENT RESUME

ED 127 602 CS 002 918

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TITLE A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; VI. Adult Education.
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
PUB DATE Sep 76
CONTRACT NEC-400-75-0029
NOTE 102p.; For related documents see CS002913-CS002917, CS002919-CS002921

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Education; *Adult Reading Programs; *Annotated Bibliographies; College Programs; Illiterate Adults; Instructional Materials; Junior Colleges; *Reading; *Reading Instruction; Reading Materials; *Reading Programs; Reading Research; Reading Skills; Teaching Methods

ABSTRACT

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 201 entries in this section of the bibliography concern adult education and are arranged alphabetically by author in one of the following eight subcategories: adult basic education, vocational education, reading programs, library programs, institutionalized persons, methods and materials, evaluation, and research. Author and subject indexes conclude the document. (JM)

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A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974: VI. Adult Education

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CS 002 918

Published September 1976

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The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the International Reading Association for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the International Reading Association or the National Institute of Education.

Introduction

One of the primary goals of the National Institute of Education and the Educational Resources Information Center (ERIC) is to transform the information found in the ERIC system into a format that will be useful to the classroom teacher, the administrator, and the curriculum developer. Such is the goal of this bibliography, which brings together titles and descriptions (abstracts) of useful and informative reading documents that were indexed into the ERIC system during the years from 1966 to 1974.

Using the descriptors Reading Research, and Reading Instruction, a computer search was made of the ERIC data base. Of the 5000 documents that were obtained through the search, 3000 entries were in the system at Level I or Level II, that is, were available on microfiche or in hard copy, a photographically reproduced, paper booklet. Each of these 3000 entries was considered for inclusion in the bibliography.

To aid in the selection of items for the bibliography, nine criteria were developed:

1. The study contributes to the profession through the use of constructive research procedures.
2. The information adds to current understanding of the reading process.
3. The document helps the teacher with realistic suggestions for classroom practices.
4. The study indicates trends for the teaching of reading; organizational patterns; methodology; and/or materials.
5. The document helps teachers to apply theories of learning to the teaching of reading.
6. The study clarifies the relationship of reading to other disciplines, such as linguistics and psychology.
7. The study leads to understanding special problem areas in teaching reading.
8. The document helps teachers to build curriculum or gives guidance in planning lessons.

9. The document will help readers to understand the state of the profession or the professionalism in the teaching of reading.

The criteria were reviewed and refined by Robert Emans, University of Maryland; Robert Bennett, San Diego (California) School District; Richard Hodges, University of Chicago; William Powell, University of Florida at Gainesville; Charles Neff, Xavier University; and Joanne Olsen, University of Houston.

In order to be included in the bibliography, a document had to meet at least four of the nine criteria. Of the 3000 documents evaluated, 1596 were able to satisfy the requirements and were included. This section of the bibliography, Adult Education, has 201 entries. Other categories are:

1. Reading Process (280 entries)
2. Methods in Teaching Reading (190 entries)
3. Reading Readiness (131 entries)
4. Reading Difficulties (115 entries)
5. Reading Materials (245 entries)
6. Tests and Evaluation (231 entries)
7. Reading in the Content Area (94 entries)
8. Teacher Education (109 entries)

Subcategories were organized within each major category, and items were put into alphabetical order by author. Entries were then given numbers consecutive throughout the nine separate sections, and an author index and a subject index were prepared for each section. The subject indexes were prepared using the five major descriptors which were assigned to each document when it was indexed into the ERIC system. In both the author and the subject indexes, each item is identified by its ED (ERIC Document) number and by the consecutive number assigned to it in the bibliography.

Two other bibliographies are available which reading educators may find useful. They differ from this bibliography in that they are comprehensive rather than selective.

Both of these publications include all the reading documentes entered into the ERIC system by ERIC/RCS and by ERIC/CRIER. They are Recent Research in Reading: A Bibliography 1966-1969 and Reading: An ERIC Bibliography 1970-1972; both were published by Macmillan Information.

ADULT EDUCATION

I. Adult Basic Education

II. Vocational Education

III. Reading Programs

IV. Library Programs

V. Institutionalized Persons

VI. Methods and Materials

VII. Evaluation

VIII. Research

Adult Basic Education

962. Action Implications in Adult Basic Education Programs. Articles adapted from 1971 Workshop Presentations. Columbus: Ohio State Department of Education, 1971, 80p. [ED 065 751]

Eight articles on adult basic education are presented. The articles adapted from 1971 workshop presentations are: "Action Implications for ABE Directors," by Alan Knox; "ABE Budget Development," by Donald G. Butcher; "Competent ABE Instructors," by William D. Dowling; "Interview Techniques and Training," by Norman Kagan; "Reading: The Basic in Adult Basic Education," by Dr. Wayne Otto; "Black Dialect," by Darnell Williams; "Ideas for ABE Teachers of English as a Second Language," by Dennis R. Preston; and "Meaningful Lesson Topics," by Thomas Z. Miranda.

963. Adult Basic Education, New York State; A Two-Year Study, 1965-67. Albany: New York State Education Department, Bureau of Basic Continuing Education, 1968, 76p. [ED 027 463]

The New York State Adult Basic Education Program (funded under Title III, P.L. 89-750) was studied during 1965-67 to ascertain whether the target population was being reached, to compare effectiveness of different programs, to estimate time expectancies needed by individuals to attain functional literacy, to learn if sociological and physical variables of students affect academic growth, and to determine operating costs through cost analysis. Data were obtained from local and state registration and test forms, including two forms of the Stanford Achievement Test. Results included the following: (1) students receiving programed instruction only had the best attendance; (2) the three special learning laboratories held were successful as demonstration centers, and can serve as a guide for future centers; (3) increased enrollments at the 0-4 reading levels showed that the target population is being reached; (4) age, class level, attendance, and a schedule of 6-9 classhours weekly correlated significantly with reading achievement, but sex did not; and (5) 80.2 percent of operating costs were directly related to instruction. The document includes thirty-three tables.

964. Adult Basic Education Program Guidelines. Memphis: Memphis City School System; Shelby County Schools, 1969, 90p. [ED 038 568]

Guidelines for the Memphis-Shelby County adult education program were created to aid in evaluating the city's present program, provide a curriculum guide, make suggestions to new teachers, and provide information for future improvements and evaluation. There are three levels: level one focuses on reading, writing, and arithmetic in the fundamental stages; level two tries to facilitate the needs of older and younger adults, and also initiates social skills; level three is designed to improve as well as extend the educational and social skills. This instructional level is geared

toward preparing adult students for the ninth-grade classification through the GED test, or to improve general education. The evening high school program is described in terms of philosophy, staff, faculty, curriculum, operation eligibility, attendance requirements, veterans, and GED test. Information on the three major divisions of counseling (individual, group, case) is given. Included also are suggestions for new teachers; discussion of the evaluation of ABE materials; samples of registration card, monthly report form, and guidance sheet; a list of referral agencies; and a reading list for professionals.

965. Adult Learning, Adult Basic Education Pre-Institute Seminar (Wayne State University, May 1967). Washington, D.C.: Office of Education (DHEW), Division of Adult Education Programs, 1967, 94p. [ED 019 604]

A pre-institute seminar, financed by a grant from the Adult Education Division of the Office of Education to the National University Extension Association, and held at Wayne State University in May, 1967, focused on plans for the twenty adult basic education, teacher-training institutes held during the summer of 1967. Leaders in adult basic education and related disciplines joined with institute program directors and staff to share information gained from ongoing programs, and provide specialized training for adult educators coordinating the institutes. The discussions and demonstrations, reproduced in this document, centered around three main areas of adult basic education development--innovations in curriculum, technology, and management. Topics covered included programed instruction, teaching adults to read, the Michigan language program, hardware such as videotape-recorders, skill training at Michigan Bell, the educational development laboratories learning system, federal government role in adult education, the Draper rehabilitation projects, counseling adults, and effective small group instruction.

966. Adult Reading Development: An Information Awareness Service. Washington, D.C.: National Reading Center Foundation, n.d. [ED 059 482]

The services of the National Reading Center are discussed from the point of view of its efforts to encourage literacy campaigns in business, in industry, in health, welfare and correctional institutions, and in a wide range of voluntary and community organizations. An introduction to the work of Literacy Volunteers, Inc. (LitVol), is presented; this introduction is the first in a series on major partners in the national Right to Read effort. LitVol organizes and trains volunteers to teach reading on a one-to-one tutoring basis to functionally illiterate adults (those with less than fifth-grade skills). Among the methods developed by LitVol are heavy use of voluntary staff; organized recruitment plans for trainers and learners, aided by TV spots and other publicity materials; tutor training, using handbooks on organizing and instructional techniques, including audiovisual components; and methods

for "matching" tutors and learners by personality and components. Advantages of one-to-one tutoring include the following: (1) illiterate adults have often been frustrated in classrooms and generalize this experience to any group situation; (2) it is difficult to find a group, or even two adults at the same level, who, studying together, can learn at the same pace; (3) personal tutoring can fit the instruction to the varying motives of the adult learner; and (4) personal attention can often buck up the morale of the troubled learner.

967. Allen, Ronald Lorraine. A Study of the Characteristics of Successful and Unsuccessful Students Enrolled in the Adult Indian Training Program Conducted by the Adult Education Center of the University of Montana. Ed.D. Thesis, University of Montana, 1968, 138p. [ED 030 063. Document not available from EDRS. Available from University Microfilms (Order No. 69-2265, MFilm $3.00; Xerography $6.60)]

This study sought to determine characteristics of successful and unsuccessful students in a program of adult Indian basic, prevocational, and family life education conducted at the University of Montana. Subjects were 127 Indians from seven Montana reservations. They were divided into three groups: those who successfully completed the program, unsuccessful students who withdrew voluntarily, and unsuccessful students who were terminated for disciplinary reasons. Other variables were home reservation, age, sex, marital status, amount of Indian blood, type of school attended, highest grade completed, and results on the California Achievement Test (CAT), Nelson Reading Test, and General Aptitude Test Battery (GATB). Older enrollees (over 27), and those from the Blackfeet and Crow reservations, were more successful, respectively, than younger enrollees and those from other reservations. Enrollees who had attended Indian schools were less successful than those from mission schools or public schools. Performance on the CAT, the GATB, and the Nelson Reading Test apparently was not related to success or lack thereof.

968. An Analysis of the Diebold Programed Instruction Course to Train Illiterate Adults. New York: Diebold Group, Inc., 51p. [ED 001 477]

The initial phase is to seek the syntactic patterns most commonly used in the subjects' verbal communication. These common patterns are referred to as structural vocabulary. Once learned, these words provide syntactic support to aid the student in the recognition of other words within sentence order. Adults need immediate confirmation of their progress and evidence of useful "payoff" in their learning efforts. Therefore, the initial approach stresses reading of meaningful language units. From the presentation of many examples of sight-sound correspondences, the student is able to connect the cues with new words. Additional words are added to the nouns introduced, such as "the" and "is" and various adjectives. The sentences are rearranged into questions to wean the student

gradually from dependence on the picture. The pictures are then used as general cues to the material being read. Developmental testing has shown that action verbs, in addition to state-of-being verbs connected with interesting pictures, are needed to maintain student interests and motivation. The present version does not introduce writing in conjunction with number skills. In order to present the programed material, a system was developed which utilizes a literate but untrained helper who reads directions and gives auditory clues. As the program progresses, the need for the helper decreases. Supplementary materials, such as a storybook using the vocabulary developed in the first twelve lessons, are used to review the basic material.

969. Blyth, John W.; and others. Basic Literacy Reading, Unit I, Lesson I. New York: Diebold Group, Inc.; Tougaloo, Miss.: Tougaloo College, 1964, 206p. [ED 001 489]

Pictures of four nouns are introduced--man, woman, cat, and dog. The next sequence of pages teaches word recognition through configuration. A geometric form in the shape of the word is linked with the word itself, followed by a picture-word discrimination for each of the four nouns. The word is compared and contrasted to pictures. The series then ends with the student's reading the isolated word.

970. Blyth, John W.; and others. Basic Literacy Reading, Unit I, Lesson 2. New York: Diebold Group, Inc.; Tougaloo, Miss.: Tougaloo College, 1964, 247p. [ED 001 480]

The nouns--table, door, room, house, and bed--are introduced by presenting them with appropriate pictures. The relationship is made stronger by a demand for recognition in situations where nouns are compared and contrasted to pictures. "The" and "and" are introduced by visual and oral cues from a helper. Further discrimination is built up for these words by configuration training, the linking of the shape of the word to a geometric form. Tests are included for responses to these words in isolation, without verbal or picture cues.

971. Blyth, John W.; and others. Basic Literacy Reading, Unit I, Lesson 3. New York: Diebold Group, Inc.; Tougaloo, Miss.: Tougaloo College, 1964, 220p. [ED 001 488]

The names of clothes are introduced--dress, shirt, tie, and hat--by linking visual and oral cues to the words. From a review of the second lesson, the phrase "the big day" is introduced (article, adjective, noun). To this phrase "is" is added. The student must recognize "is" as a new word and must underline it in the sentence. The word "is" is used with the previously learned nouns. Attention is then focused on the adjectives previously learned.

972. Blyth, John W.; and others. Basic Literacy Reading, Unit I, Lesson 4. New York: Diebold Group, Inc.; Tougaloo, Miss.:

Tougaloo College, 1964, 172p. [ED 001 485]

Lesson 4 begins the introduction of questions and answers. The helper begins by asking a question. The student responds by reading the sentence introduced in the last lesson. Next, the questions are read by the student. Punctuation is introduced--question marks denoting questions and periods indicating answers. Then the student is asked to read a question and choose from two answers. Questions become more complex with the introduction of "or." "Thin" is introduced without a picture cue. It is discovered from the association with its opposite. Discovery of individual letters is begun and the student realizes that the same letter is used in different words.

973. Blyth, John W.; and others. Basic Literacy Reading, Unit I, Lesson 5. New York: Diebold Group, Inc.; Tougaloo, Miss.: Tougaloo College, 1964, 107p. [ED 001 475]

The names of four foods--corn, milk, bread, and ham--are introduced by linking them with pictures. A new article, "this," is introduced. Discrimination is drawn between "this" and "the." A sequence teaches the digraph "th." The article "a" and the verb "are" are introduced. The student underlines new words, and the responses are strengthened through practice in silent reading.

974. Blyth, John W.; and others. Basic Literacy Reading, Unit I, Lesson 7. New York: Diebold Group, Inc.; Tougaloo, Miss.: Tougaloo College, 1964, 125p. [ED 001 476]

Lesson 7 begins the second question and answer sequence in the first unit. The function of this sequence is to review all the prepositions introduced in lesson 6. The new word "where" is introduced by the helper's asking a question containing the word "where." The student answers by reading the answer under the picture. The next sequence forces a choice between two possible answers requiring a discrimination between prepositions. "Where" then appears in the student reading. Pairing of phonetic elements in words such as "where" and "white" is begun. Story frames provide practice with new words by including short descriptions of pictures.

975. Blyth, John W.; and others. Basic Literacy Reading, Unit I, Lesson 9. New York: Diebold Group, Inc.; Tougaloo, Miss.: Tougaloo College, 1964, 112p. [ED 001 474]

The pronouns introduced in lesson 8 are reviewed through questions and answers. A double question is used and extended in two separate frames. The first question contains the new word "who" and is spoken by a helper. An example of pronoun review is, "Who is this?" --The picture displays a thin man in a room. "This is the thin man." "Where is he?" The picture remains the same. "He is in the room." "What" is introduced. Phonetic association is drawn between "what," "where," and "white."

976. Blyth, John W.; and others. Basic Literacy Reading, Unit I, Lesson 10. New York: Diebold Group, Inc.; Tougaloo, Miss.: Tougaloo College, 1964, 130p. [ED 001 475]

The introduction of pronouns is continued. "Him" and "her," along with the possessive "s," are introduced. Through the introduction of the possessive case, the lesson also contributes to the development of the characters who appear in this and earlier lessons. Information about the characters is presented. For example, picture association shows the house to be the man's. This fact then becomes part of the vocabulary. "His," "her," and "he," are associated phonetically.

977. Blyth, John W.; and others. Basic Literacy Reading, Unit I, Lesson 11. New York: Diebold Group, Inc.; Tougaloo, Miss.: Tougaloo College, 1964, 100p. [ED 001 478]

The lesson introduces the last possessive pronoun for this unit, the word "their." The possessive case and all the possessive relationships between character and objects are then reviewed in a question and answer sequence. The word "whose" is contained in some questions. Finally, the lesson introduces "question" and "answer" as necessary vocabulary for the introduction of self-instruction directions in the next lesson.

978. Blyth, John W.; and others. Basic Literacy Reading, Unit I, Lesson 12. New York: Diebold Group, Inc.; Tougaloo, Miss.: Tougaloo College, 1964, 115p. [ED 001 492]

Self-instructional directions are introduced. The lesson begins with oral review questions. The pronoun "it" is used in the answer. The words "line" and "draw" are introduced. The next sequence includes the instructions for the student to read silently. The student is not asked to give any oral response. The helper reads another set of directions to the student introducing "read" and "write" in two sequences. The lesson is concluded with a series of self-instructional frames.

979. Blyth, John W. Programing Basic Verbal Skills. New York, N.Y.: Diebold Group, Inc., 1964, 25p. [ED 001 481]

The greatest problem facing education today is the eradiction of illiteracy in our own and other countries. Teaching reading to illiterate adults is primarily a matter of establishing the proper correlation between the elements of the written language, which are unknown to them, and elements of the spoken language already in their repertoire. The immediate objectives of the present project are limited to the reading and comprehension of sentences with relatively simple structures, recognition reading of a specified number of words, and the ability to use structure and context cues to read new words that are already part of the spoken vocabulary. The principal techniques taught are word recognition, picture and verbal context, phonetic analysis, and structural analysis. The

program consists of a "double track"; one track consists of reading exercises, pictures, and responses for the learner. A parallel track is for a literate helper from the same language group as the learner. It is hoped that once a format is perfected in one language it can be generalized with only slight modifications to other languages as well. An initial program is being planned with adult illiterate Negroes in the delta region of Mississippi.

980. Books for Adults Beginning to Read, A Selected List. Chicago: American Library Association, 1965, 20p. [ED 012 212]

A selected list of books to meet the needs of adults just learning to read is presented. The list is uneven and incomplete in many subject fields of known interest. Section 1 includes texts, workbooks, and supplementary reading titles for the beginning reader at approximately grades 1-4 reading levels. Section 2 lists texts, workbooks, and supplementary recreational reading titles at the intermediate reading level, approximately grades 5-7. Section 3 mentions children's books which will not offend the adult reader in subject matter, textual presentation, or illustrations. It is recommended, however, that children's books be eliminated from use as soon as possible. The search for suitable materials is a continuing project.

981. Brice, Edward Warner; and others. Teaching Adults the Literacy Skills. Washington, D.C.: General Federation of Women's Clubs, n.d., 131p. [ED 061 509]

This manual provides suggestions for planning and organizing literacy programs, samples and illustrations of course content, and suggested criteria for setting up such programs. The seven chapters of the manual are as follows: Things Which You Can Do; Learning to Talk English; Reading; Writing; Spelling; Teaching Arithmetic to Adults; and Basic Essentials Chart for a Literacy Education Program. Selected references conclude the manual.

982. Brooke, W. Michael, comp. Canadian Adult Basic Education. Toronto, Ontario: Canadian Association for Adult Education, 1969, 52p. [ED 029 225]

"Trends," a publication of the Canadian Association for Adult Education, is a collection of abstracts on selected subjects affecting adult education; this issue is on Adult Basic Education (ABE). It covers teachers and teacher training, psychological factors relating to the ABE teacher and students, manuals for teachers, instructional materials, curriculum, libraries and ABE, program descriptions, and other phases of ABE. "Trends" is available from the Canadian Association for Adult Education, Corbett House, Sultan Street 21-23, Toronto 5, Canada. Single issues $2.00; yearly subscription (4 issues) $6.00.

983. Brookhart, Norma. Handbook for Volunteer Reading Aides. Philadelphia: Lutheran Church Women, 1972, 56p. [ED 061 498]

A handbook prepared for the volunteer reading aide who has been instructed in a ten-hour basic workshop on tutoring the adult non-reader is presented. Its purpose is to reinforce the knowledge the aide has gained, and to suggest additional resources. It is divided into seven chapters: Learning to Know the Adult Non-Reader, Motivating the Adult Non-Reader, Teaching the Adult Non-Reader, Recruiting the Adult Non-Reader, Publicizing the Literacy Program, Working with Other Groups and Agencies, and Organizing. A selected bibliography, including information for the tutor, instructional materials, help for non-native speakers of English, and supplementary reading material, is also given.

984. Brown, Don A.; Newman, Annabel P. Attitudes of Adult Illiterates Toward Reading Materials and Educational Programs. Paper presented at the National Reading Conference, Tampa, Fla.: November 30-December 2, 1967, 22p. [ED 015 855]

Adult illiterates of western New York were studied to determine their attitudes toward reading materials and educational programs. The experience invertory was used to investigate each subject's identification and background, the extent of his functional and general knowledge, and his reading-associated interests. Eighteen high achievers and twenty-two low achievers were identified from among 207 adults attending adult basic education classes in Buffalo and Niagara Falls, New York. Results revealed that high achievers were less frequently on welfare, more frequently women, and came from less deprived backgrounds. In indicating reasons for lack of achievement, achievers mentioned personal or parental disinterest, illness, foreign birth, and poverty. Nonachievers pointed to inability to profit from instruction and lack of schools. Neither group mentioned poor teaching. There was a very slight difference between the two groups' attitude toward television and radio programs. The reading-associated interests most frequently chosen in terms of titles presented were family, self-improvement, jobs, and health. High achievers preferred science and mathematics. It was also found that adult core city illiterates often possessed a high degree of positive attitudes which helped them profit from adult education instruction.

985. Brown, Don A.; Newman, Anabel P. A Literacy Program for Adult City Core Illiterates: An Investigation of Experiential Factors...; The Development of an Instrument to Predict Success...; and a Study of the Initial Teaching Alphabet... Final Report. Washington, D.C.: Office of Education (DHEW), Bureau of Research, 1968, 199p. [ED 026 619]

This study involving 207 adult city-core illiterates from Buffalo and Niagara Falls, New York, reading below third grade level, examined (1) educational characteristics and abilities of adult illiterates important to the improvement of reading materials and programs; (2) a study of the use of i.t.a. with adult-centered materials paced to adult learning rates and providing training for teachers; and (3) identification of variables predictive of reading

gain. Standardized tests and tests of potential which were used showed the subjects learning a number of skills helpful to efficient and effective test-taking. They usually had a low level of general information, as well as low skills level. Visual acuity was often inadequate. Gains by the experimental group were not significantly greater than those of the control group; however, the child-oriented standardized testing instruments were considered inadequate. A relatively higher level of communication in the background, and reading-oriented present family situations were the most valuable predictive variables. Recommendations are included concerning combination research programs, linguistic analysis, recruitment, adult materials, teaching training, readability formula for adults, a materials study, methodology, and testing.

986. Carter, Nancy B. Adult Basic Education Annotated Bibliography. St. Louis: St. Louis Public Library System, Department of Education, 1969, 142p. [ED 034 142. Also available from St. Louis Public Library, 1301 Olive Street, St. Louis, Mo. 63103 ($1.00; $1.25 if mailed)]

This annotated bibliography contains sections divided according to area of study, and within each category, materials are listed alphabetically by publisher. Publishers and mailing addresses are listed at the end of the bibliography. Throughout the annotations, whenever specific grade level divisions are not named, the regular adult basic education grade level divisions are adhered to: level I--grades 1-3; level II--grades 4-6; level III--grades 7-8. Areas covered are reading, English, grammar, handwriting, combination materials, mathematics, social studies, science, job orientation materials, family life and daily living, and adult basic education tests.

987. Carter, R. Phillip; Short, Verl M., eds. Speaking about Adults and the Continuing Educational Process. Proceedings of the Adult Basic Education Workshop, Northern Illinois University, June 13-24, 1966. Dekalb: Northern Illinois University, 1967, 159p. [ED 028 329]

The papers composing this document were presented during the workshop for teachers on adult basic education, which sought to provide participants with an understanding of the adult learner, insights regarding program planning, and techniques and procedures for effective teaching. They were intended to provide experienced adult educators with a current view of significant issues and resources, and students in preservice or inservice training with a basic reference and overview regarding adult basic education. Among subjects discussed were classroom climate, cultural values, developmental tasks, recruitment and retention, program individualizations, testing, counseling, relating to the adult learner, understanding group interaction and behavior, experience in concept building, selection of instructional materials, evaluation, social studies and citizenship, practical mathematics, and basic reading instruction. The appendix includes legislation which affects the adult educator.

988. Catalog of Resource Materials for Adult Basic Education. Columbia: South Carolina State Department of Education, 1967, 74p. [ED 015 410]

This catalog of resource materials for adult basic education was prepared by the State Department of Education in South Carolina for use by audiovisual coordinators in schools. Part One lists films (1) alphabetically by title with order number, grade level, length of film, and whether in black and white; (2) by subject area, which includes biography, business education, guidance, health, reading, safety, language, science, and general social studies; and (3) by series showing individual films within series, including American literature, basic earth science, developing reading maturity, English literature, and exploring. Order forms and instructions for coordinators are bound in. Part Two lists printed materials arranged alphabetically by publisher. It includes teacher manuals, practice readers, progress test booklets, workbooks, specific skills and basic concept series, and supplementary reading. Reading levels are indicated by one of three categories--grades 1-3, grades 4-6, and grades 7-8. Publishers' addresses and prices are included.

989. Coates, Robert H., ed. Operation Alphabet 1. New York: Noble and Noble, Inc., 1967, 128p. [ED 017 884. Document not available from EDRS. Available from the publisher]

Operation Alphabet 1 is the first of a series of workbooks planned to help adults learn to read and write. Each of the 100 lessons develops one idea of interest to adults, emphasizing key words and practice writing exercises. Words used in the lessons are defined at the end of the book.

990. Coates, Robert H., ed. Operation Alphabet 1, Teacher's Guide. New York: Noble and Noble, Inc., 1967, 137p. [ED 017 885. Document not available from EDRS. Available from the publisher]

The teacher's guide provides suggestions for introducing each of the one-hundred lessons in Operation Alphabet 1, a workbook to help adults learn to read and write. It lists materials needed, and outlines the presentation and writing practice. An introductory section covers ability grouping within a class, reading rates, and guideposts to good teaching of adults.

991. Coates, Robert H., ed. Operation Alphabet 2, Part One. New York: Noble and Noble, Inc., 1967, 128p. [ED 017 887. Document not available from EDRS. Available from the publisher]

Operation Alphabet 2 consists of ninety lessons for adults learning to read and write, in two volumes. Part One contains lessons one through forty. Although the lessons are placed in a sequential development, each volume has its own table of contents and glossary, so that they can be used either singly or together. Each lesson contains new words, a story, reading exercises, and writing practice. Lessons contain information about such aspects of daily

adult life as applying for a job, paying taxes, managing a house, and shopping. There are stories about American history, and people and events that have contributed to it.

992. Coates, Robert H., ed. Operation Alphabet 2, Part Two. New York: Noble and Noble, Inc., 1967, 160p. [ED 017 888. Document not available from EDRS. Available from the publisher]

Operation Alphabet 2 consists of ninety lessons for adults learning to read and write, in two volumes. Part Two contains lessons 41 through 90. Although the lessons are placed in a sequential development, each volume has its own table of contents and glossary so that they can be used either singly or together. Each lesson contains new words, a story, reading exercises, and writing practice. Lessons contain information about going to the dentist, registering to vote, and planning a vacation. There are stories about American history, and people and events that have contributed to it.

993. Coates, Robert H., ed. Operation Alphabet 2, Teacher's Guide. New York: Noble and Noble, Inc., 1967, 140p. [ED 017 886. Document not available from EDRS. Available from the publisher]

Steps in teaching each lesson in Operation Alphabet 2, a series of workbooks for adults learning to read and write, are outlined--stimulating interest, new words, silent reading, questioning for comprehension, re-examination of new words, reading exercises, writing practice, and paragraph writing. Lesson plans for both volumes are included.

994. Crohn, Burrill L. The Diebold Literacy Project--Programs for the Illiterate Adults. New York, N.Y.: Diebold Group, Inc., 1964, 4p. [ED 001 482]

Adult illiteracy results from poverty and, many times, suppression. Illiteracy is self-maintaining because illiterates cannot gain new knowledge or fully participate in the economic, cultural, or political life of their society. The project described in this work was an attempt to apply the principles of programed instruction to the teaching of reading to adult illiterates. The target population area was a Negro rural region of Mississippi in which 91 percent of the adults were illiterate. Objectives of the programed materials were to enable the subject to recognize a word by sight and to read aloud a number of words without pictorial or contextual support, and to develop other beginning reading skills such as phonetics and ability to recognize unfamiliar words from context. The materials developed thus far seek to provide a minimum number of words--words already in the learner's spoken vocabulary--as recognition vocabulary to be used, in turn, as models for exercises in structural and phonetic analysis. The material is presented in a double track program. One track provides the basic format of the books. To provide auditory stimuli, supply directions, assess oral responses, and provide oral reinforcement, a second track runs

parallel to the first. It utilizes a helper who must be a literate adult. Initial words were all common nouns, chosen for their configuration and phonetic ease, their incidence in the vocabulary of the target population, and their relevance as models for later lessons. The words were supported by pictures and the name spoken by the helper. Through a series of discriminations, these cues were faded, and the terminal frame for the sequence asked the student himself to read the isolated word aloud.

995. Curriculum Guide to Adult Basic Education, Beginning Level. Washington, D.C.: Office of Education (DHEW), 1966, 352p. [ED 017 774. Document not available from EDRS. Available from U.S. Government Printing Office (Order number FS5.213-13032--$2.25)]

This curriculum guide has been prepared for use by teachers, supervisors, and administrators in initiating or developing adult basic education programs. It is not a national curriculum. It includes a suggested basic course in reading, writing, spelling, listening, speaking, and arithmetic, and enrichment materials in the areas of everyday science, social living, and the arts. Sections include the following: the need for adult basic education, general characteristics of adult learners, socio-psychological aspects of the under-educated, program development for diverse groups, counseling and individual evaluation, administration of adult basic education programs, planning and implementing the classroom program, and using the curriculum guide.

996. Curry, Robert L. Adult Literacy--Progress and Problems. 1966, 9p. [ED 012 215]

The problems connected with the elimination of illiteracy in the United States are discussed in an examination of adult literacy today. The effect which illiteracy has on the ability of the individual to acquire and retain a job is explained, as are the economic, physical, mental, emotional, and moral repercussions of illiteracy. Definitions of functional literacy and illiteracy are provided. Past efforts to raise literacy levels are reviewed--programs provided by the military during the war periods, by individual states (usually backed by insufficient funds), and by volunteer groups of people. Current adult basic education programs resulting from the Economic Opportunity Act of 1964 are described, especially those literacy problems still in existence.

997. DeCrow, Roger, ed. National Right to Read Partners. Washington, D.C.: National Reading Center Foundation, July 1972, 11p. [ED 068 812]

In these publications of the National Reading Center, several organizations which aid illiterate adults in learning reading skills are described. The purpose, clients, activities, and programs are discussed for the National Association for Public Continuing and Adult Education (NAPCAE), American Library Association--Adult Service Division, Adult Education Association of the U.S.A., and

the National Affiliation for Literary Advance. Each organization lists its publications and additional materials, as well as provides an address to contact for further information.

998. Delavan, Frank F.; England, Morrison C. Evaluation of E.S.E.A. Programs and Services for the Educationally Disadvantaged. Sacramento, Calif.: Sacramento City Unified School District, 1966, 128p. [ED 013 128]

The Sacramento City Unified School District developed three projects under the title "Programs and Services for the Educationally Deprived," which were funded under the provisions of the Elementary and Secondary Education Act of 1965 and the California McAteer Act of 1965. Implemented during the spring semester, 1966, these three projects were (1) language arts development and remediation in reading, (2) provision of equal educational opportunities through extended services, and (3) professional growth, inservice training, and curriculum development. The first project utilized reading and language development centers, a central materials and equipment repository, teacher aides, and study trips. The second project included a mobile audiometric laboratory to provide better services, elementary school counseling services, extended library hours, a special program for pregnant girls, and a summer session for kindergarten- primary pupils. The third project provided summer and inservice training to reachers. Complete project evaluations, statistics, and tables are presented.

999. The Diebold Literacy Project. Materials for Program Administration. New York: Diebold Group, Inc., 1964, 42p. [ED 001 491]

The programing used presents material in small steps which call for an active response followed by an immediate confirmation. The three-step cycle is repeated for each piece of material. This type of program allows self-pacing, low-error rate, high motivation, and easy development testing. The project used this technique to teach reading to illiterate adults. The program consists of a series of booklets in addition to supplementary review exercises. These booklets are designed to use another person, any literate adult, to read directions to the students. During the developmental stages, observers sought trouble spots and areas of difficulty. From previous testing it was found that the helper should emphasize new words, arrange adequate break periods, insure that the student understands basic directions, and prevent students from spelling out words. Helpers should explain the format of the booklets. Information pages contain directions and words for the student. Often there will be a picture to help the student tell what the words are about. A confirmation page indicates the correct action to be taken on the information page. Progress cards are kept by all students to indicate lesson times and progress to date. A description of the first twelve lessons is given. Lessons introduce words, compare them with others, and finally, call for an isolated recognition of the word.

1000. Donohue, Dan; and others. Guidelines for Teaching the "Under-Educated" Adult. Olympia: Washington Office of the State Superintendent of Public Instruction, 1966, 113p. [ED 012 411]

The Washington State Department of Public Instruction prepared these guidelines for teachers of under-educated adults--illiterate, functionally illiterate, and non-English speaking. The rate of illiteracy has been declining, standing in 1960 at 18,059. Functional illiteracy is harder to define since criteria are constantly changing, but it is found mostly among rural populations and migrants. In 1960, there were 178,658 foreign-born persons in the state. Teacher-student relationships are discussed first--the problems of the school situation for adults, developing strong motivation, a minimal testing program, varied methods of teaching depending on the type of student, and desirable teacher qualifications. Communication skills are presented in a sequential manner to show the students the everyday applications of such skills for their advantage--English language (grades 0-3, 4-6, and 7-8), spelling, reading, handwriting, and arithmetic. Included in the appendix are tips for teachers, a condensed reading curriculum, a bibliography of texts for teaching reading, basic reading texts, supplemental reading materials, a list of audiovisual aids, and film catalogs.

1001. Dorr, Mildred, comp. Suggested Books for Beginning Adult Readers: A Graded List for Librarians, Especially Selected because of Their Interest and Appeal to New Adult Readers. Cleveland, Ohio: Cleveland Public Library, Adult Education Department, 1967, 30p. [ED 030 040]

This annotated booklist includes easy-to-read materials for new adult readers. Criteria for selection of the materials were that (1) the content of the books and the form of presentation must be suitable for adults, (2) the materials must be suitable for persons of varying cultural and ethnic backgrounds, and (3) they must be oriented toward the urban resident. Some materials designed for children were selected for trail use, and those found suitable for adults have been included. The books are grouped into four graded steps of reading difficulty. Lists of periodicals, auxiliary material, mechanical aids, as well as hints on selecting books are included.

1002. Dutton, Donnie. Selecting Adult Basic Education Materials. Memphis, Tenn.: Memphis State University, May 1970, 68p. [ED 044 643]

The topic of the West Tennessee Adult Basic Education Workshop, held at Jackson, Tennessee, in April 1970, was the selection of adult basic education materials; 89 persons (teachers and supervisors) attended. This report contains an edited form of the presentation and the results of the evaluation. A profile of the adult basic education population in West Tennessee was compared with a national profile; characteristics of the adult learner and

how these characteristics affect his learning were discussed; reading skills were reviewed; and characteristics of the most widely used, commercially produced materials in the country were described. Data were gathered on demography, participant reactions, and the overall effectiveness of the instructor; the Kropp-Verner Attitude Scale was administered to obtain a composite rating of the workshop. The average participant was female, Negro, 40 or older, and married; less than 30 percent had Master's degrees, but about one-half had had more than two years' experience in adult education. The workshop and the instructor were rated very positively, as was the overall value of the workshop.

1003. Ebert, Don; Gaasholt, Marie. Materials for Teaching Adults to Read. Curriculum Bulletin, No. 292. Eugene: University of Oregon, School of Education, July 1968, 20p. [ED 028 316. Also available from School of Education, University of Oregon, Eugene, Ore. 97403 ($0.70)]

An annotated bibliography is designed to be a guide to adult materials for reading instruction; it is arranged alphabetically by publishers and includes such information as title, author, grade levels, price, binding, and other books in the series. Materials use such approaches as the phonetic, sight, and i.t.a. methods. Instructional techniques include teaching machines, programed texts, records, and other individualized materials. Some materials are recommended for the disadvantaged, retarded, or those for whom English is a second language. The texts include biographies of famous Americans and information on the world of work, economic and social self-sufficiency, and occupational skills. No materials are included for teaching of grammar, spelling, vocabulary development, or social studies.

1004. Educational Systems Department. Basic Literacy Reading Unit 1, Three Stories. Story One--"The Young Man Who Didn't Want to Work." (Title Supplied). New York: Diebold Group, Inc.; Tougaloo, Miss.: Tougaloo College, 1965, 7p. [ED 001 487]

One of three stories was used as supplementary material to the first unit, this story concerns a boy who is forced to rake leaves by his mother. The test is dramatized by related illustrations and uses the reading vocabulary developed in the first unit.

1005. Evaluation of EOA Neighborhood Centers, Adult Basic Education, 1965-1966. Oakland, Calif.: Oakland Unified School District, 1966, 23p. [ED 012 855]

A first-year evaluation was made of seven neighborhood centers in Oakland, California, set up to provide remedial instruction in basic education and in methods of seeking and applying for employment, offered under the Economic Opportunity Act. Participants ranged widely in age, (21-76) with a great number in the advanced age group. Their educational level was typically in the upper elementary years. Because of irregularity in attendance, testing was

administered to only 37 of the participants. The Gates Reading Test was used for word recognition and paragraph reading, the California Arithmetic Test for reasoning and fundamentals, and the Oakland Public Schools Primary Word List for spelling. Modest but significant gains were made in reading. Gains in arithmetic were about twice that in reading and reflected month-for-month gains on the average. A small but significant gain was noted in spelling. Ten of the 37 participants obtained perfect scores on the spelling test, a fact which raised the question of the suitability of this test for such populations. Staff noticed positive changes in student attitudes and self-perceptions, and student reactions were favorable. The appendix includes evaluations of the centers by teachers, counselors, and participants.

1006. Ford, David; Otto, Wayne. Basic Literacy Programs for Adults--A National Survey. Paper presented at the National Reading Conference, St. Petersburg, Fla. December 1-3, 1966, 15p. [ED 011 821]

Basic education programs for adults in 36 states were surveyed in the spring of 1966 to obtain information about location, length of time of operation, prior education and sex of enrollees, level of instruction provided, total enrollment, and materials used. Data from a two-page questionnaire completed by the directors of 367 local programs (a 71 percent return) were analyzed according to the age of programs to determine if older programs, established before the Title IIB funds were available, had characteristics which differed from the more recently developed programs. Results of the data, presented in tabular form, are discussed and interpreted, and trends are noted. Additional study of the following is recommended--the growth rate of newly established programs, the trend toward more men in the literacy programs, the lack of instruction for illiterates offered in the various programs, and the teacher knowledge and use of materials primarily designed for adults. Five tables are included.

1007. Ford, David; Otto, Wayne. Teaching Adults to Read. Boston: Houghton Mifflin Company, 1967. [ED 014 680. Document not available from EDRS. Available from the publisher.]

This guide presents a variety of materials, methods, and ideas for teaching functionally illiterate adults (with less than grade 4 reading ability). Emphasis is placed on helping adults to read independently and to attain a level of skill sufficient for everyday reading tasks. The first three chapters deal with the nature of the problem of illiteracy and marginal illiteracy, the economic, domestic, social, and psychological problems that arise when adults return to school, and general characteristics of adult learners. Chapter 4 is largely devoted to twenty-four basic reading systems accompanied by detailed check lists, with selected supplementary materials also discussed. The final chapter reviews the sequential development of reading skills, reading inventories and standardized tests, the motivating of student, classroom management, lesson planning, and other facets of program implementation. The document

includes chapter references, tables, addresses of publishers, and a general index.

1008. Geeslin, Robert. The Field Test of Material for Teaching Reading and the General Knowledge Area of Adult Basic Education: An Experimental and Descriptive Study. Ed.D. Thesis, Florida State University, Tallahassee, 1969, 105p. [ED 042 086. Document not available from EDRS. Available from University Microfilms, (Order No. 70-16, 327)]

The purpose of this Florida study was to field test experimental multi-level materials for teaching reading and the subjects that make up the general knowledge area of adult basic education. The pre-publication edition of the experimental material was compared to traditional materials by (1) differences in gain in reading ability, (2) acceptance by students, (3) acceptance by teachers, (4) acceptance by teachers in training, and (5) acceptance by experts. Two achievement studies were conducted. Experimental mortality in the first study was too great to allow generalizations. The second study found no statistically significant differences in achievement between students using the experimental material and those using traditional materials. Students accepted the experimental material as well as any traditional material (and better than one); teachers accepted it as equal to, or more adequate than, traditional materials; teacher-trainees accepted it more favorably; and eleven experts rated the materials more favorably than any of the traditional materials used for comparison. Findings imply that the published edition of the material would adequately teach reading skills and would be accepted by students, teachers, teacher-trainees, and experts.

1009. Geeslin, Robert H.; and Smith, Edwin H. A Pilot Study to Develop and Determine the Feasibility of a Packaged Materials Program for Teaching Reading and the General Development Area of Adult Basic Education. Final Report. Tallahassee: Florida State University, 1967, 94p. [ED 016 156]

The objectives of this project were to prepare and field test instructional materials for use with adults reading below the seventh grade level. Two studies were made in northern Florida in 1967 of gains in reading vocabulary and comprehension by students using traditional materials. The high dropout rate in the first study precluded useful generalizations, but the second gain study showed significant differences between the pretest and posttest scores of both groups in both skills. There was some evidence that the new materials were teaching both skills better than the usual ones. The students rated the new materials as more interesting than some traditional materials and just as interesting as the best of them. In the first of two studies on teacher acceptance, the newer materials were the ones best received by the teachers. Moreover, intensively trained adult basic education teachers and experts in the field compared the experimental edition with existing systems, and both gave it an overall rating higher than that of the five

best traditional materials then available. Thus, the new materials seem effective and well accepted by both students and teachers. The document includes 19 tables, 44 references, appendixes, and a review of the literature.

1010. Ghan, Bill; Mocker, Donald W., eds. Everyone has the Right to Read. Papers presented at the Adult Basic Education Conference, Jefferson City, Mo., August 13-14, 1970. Sponsored by the Missouri State Department of Education and the University of Missouri, 119p. [ED 044 594]

This document includes five papers on teaching reading skills to illiterate adults. The first discusses the stages of development in acquiring reading skills--introduction, application, and mastery--and suggests two steps which should be taken with reference to reading instruction for illiterate adults; subgroups within the target population (Indians, Negroes, etc.) must be described and defined, and a set of adult criterion education tasks must be identified. The second discusses studies which have been made of several literacy programs; attached is a bibliography and a detailed listing of objectives at five reading levels in teaching vocabulary, comprehension, and study skills. The third paper discusses determining reading levels of adult students and the problems of testing. Another describes an adult education approach to reading instruction, including a controlled environment, meeting basic needs, prevention of any failure, and an approach which is relevant to adult experience. The final paper covers the selection and use of adult reading materials.

1011. Giuliano, Helen Solana; and others. Taxonomy of Reading Skills and Materials for Youths and Adults. A System of Prescribing for Individual Skill Deficiencies. White Plains, N.Y.: White Plains Adult Education Center, 1972, 96p. [ED 069 963. Document not available from EDRS. Available from Educational Developmental Laboratories, 1221 Avenue of the Americas, New York, N.Y. 10020 (Order No. 380039)]

This Taxonomy was designed to assist the instructor or reading specialist in the identification and location of specific instructional materials that can be used for remediation of skill deficiencies. The Taxonomy was developed by the White Plains Adult Education Center, and a description of the Center's program and method of integrating the Taxonomy in its curriculum is provided in the opening section of the document. The topics discussed in this section are: Historical Development; Adult Basic Education Program; Need for Diagnosis of Specific Deficiencies; and Prescription Guidelines. The remainder of the document is the body of the Taxonomy, which contains the following materials: Index of Skills (Word Attack Skills--consonants, vowels, syllables, suffixes, prefixes, synonyms/antonyms/homonyms/homographs, dictionary usage: Alphabetizing, and spelling; Comprehension Skills--reading vocabulary, following directions, reference skills, interpretation of materials, speed comprehension, and appreciation of literature and poetry;

Index of Skills; How to Read an Entry; Taxonomy (Section I, Work Attack Skills; Section II, Comprehension Skills); A Listing of Publishers and Materials; and Learning Laboratory Planning Manual (purpose, guidelines, manual format, prescribed procedures for teachers, Developmental Plan Sheet/Readiness, Developmental Plan Sheets for: Levels 1.5-3.9, 4.0-6.9, and 7.0-12.0, planning with supplemental materials, and learning laboratory materials (grade levels 2.0-13.0). Publishers' addresses and materials referred to in the Taxonomy are listed, and a code key to publishers is provided.

1012. Hayes, Ann; and others. An Investigation of Materials and Methods for the Introductory Stage of Adult Literacy Education. Chicago: Adult Education Council of Greater Chicago; Springfield: Illinois State Office of the Superintendent of Public Instruction, 196?, 62p. [ED 014 629]

In the Greater Chicago area a study was made of teaching materials and method for literacy education. An annotated, selected bibliography of published materials was compiled of professional books, basal materials including publishers' series, and supplementary materials. Teachers are cautioned to assume a selective approach because no basal series was found complete enough to justify exclusive adoption. Open-ended interviews were conducted with teachers and administrators of literacy programs. Most teachers conducted some orientation, but their methods varied too much to summarize. The majority reported no adverse student reactions to class grouping. Pretesting with standardized forms was common, and many teacher-made tests were used during courses. Teachers described materials they had made or used and pupils' reactions to their techniques. Techniques used included the phonics approach to word recognition, experience charts, listening exercises, and a combined language arts approach. Over half the teachers reported personal involvement in the lives of their pupils.

1013. Heding, Howard W.; and others. Missouri Adult Vocational-Literacy Materials Development Project. Final Report. Columbia: University of Missouri, College of Education, 1967, 327p. [ED 014 650]

In the Missouri Adult Vocational-Literacy Materials Development Project, materials were devised for teaching adults to read, write, and spell at the functional (sixth grade) level. In the research phase, the needs, characteristics, literacy level, occupations, and interests of the illiterate adult were studied, and teaching materials and methods were examined. Students and teachers were interviewed, and there was a national survey of literacy program directors. In the materials development phase, three levels of basic and intermediate educational materials, with teachers' guides, and supplementary occupational booklets were created. A vocational theme characterized the series. The initial teaching alphabet (i.t.a.) was used, with traditional orthography printed on the facing page. During the evaluation phase, sample classes of illiterate adults used the materials in 100-hour instructional

programs. These trials indicated that the materials were effective in teaching adults word and paragraph meaning, word-study skills, and spelling. The materials should be used by teachers trained in the use of i.t.a. and in teaching reading to adults. Document includes a review of published adult literacy education materials and summaries of interviews with teachers and students, of student tests, and of the national survey. There are 24 tables.

1014. Hinds, Lillian R. An Evaluation of Words in Color or Morphologico-Algebraic Approach to Teaching Reading to Functionally Illiterate Adults. Ph.D. Thesis, Western Reserve University, Cleveland, September 1966, 234p. [ED 023 057. Document not available from EDRS. Available from University Microfilms (Order No. 67-4609)]

Seventy Cleveland, Ohio, inner-city adult illiterates, thirty-three from an experimental group and thirty-seven from a contrast group, were studied to determine the efficiency and effectiveness of words in color or the morphologico-algebraic approach to teaching reading. Results indicated that the reading achievement gain of functionally illiterate adults taught by the words in color or the morphologico-algebraic method is superior to that achieved by a traditional method. The gain of the experimental group as evaluated by the California Reading Test could not, moreover, be explained by the following variables which might have affected learning: intelligence, visual perception, auditory discrimination, or teacher superiority. Interviews and projective tests were given to the highest and lowest gainers from each treatment group, and the effects of socioeconomic background characteristics were assessed. Verbal and projective tests successfully differentiated between high and low gainers, but projective drawings disclosed that the contrast group students were better adjusted socially than the others. Members of the experimental group improved significantly in auditory discrimination and visual perception. Students appeared to read orally on the Durrell Analysis of Reading Difficulty Test at a higher grade level than they scored on the California Reading Test.

1015. An Informal Reading Inventory for Use by Teachers of Adult Basic Education. Concord: New Hampshire State Department of Education, Office of Adult Basic Education, 1972, 21p. [ED 070 057]

This specially developed Informal Reading Inventory for adults is an individually administered test to be used to measure reading performance from level one through level six. The test is designed to indicate the instructional readability level for teaching purposes. The level derived will correspond closely with a comparable level in a graded reader. Similar inventories may be made by the teacher by selecting graded materials from well-controlled adult literacy training books for pamphlets. The results of such inventories will indicate specific materials in which the student has demonstrated his competence. The parts of the informal inventory are as follows: (1) word recognition and analysis; (2) oral reading to check comprehension, reading errors, vocabulary in

context, and speed; (3) listening ability (present potential level); and (4) letter and blend recognition to check the students' visual and auditory perception and discrimination.

1016. Laubach, Robert S. A Study of Communications to Adults of Limited Reading Ability by Specially Written Materials. 1963, 189p. [ED 016 164. Document not available from EDRS. Available from University Microfilms (Order No. 64-2298)]

Two hypotheses were studied: that adults considered functionally illiterate may receive communication by specially written materials, and that these materials may be prepared in various ways which will differentiate in communication conveyed. Four newspaper articles were rewritten in three different ways. These and the original form were administered as silent reading exercises in adult elementary classes in Philadelphia and Cleveland. One sample (164 white, foreign born participants) spoke English as a second language, while in the other group, 104 adults, primarily Negro, spoke English as their native tongue. Analysis of variance supported the first hypothesis, that communication may be increased by specially written materials, but not the second, that different ways of writing would differentiate. This was interpreted to mean that while adult educators express the need for more simplified reading materials for adults, care should be taken to assure the appropriate use of such materials. It may be recommended that these materials be used as supplementary reading in supervised learning situations.

1017. Leibert, Robert E. The Development of Informal Tests of Reading and the Analysis of the Reading Performance of Adults Attending Basic Education Classes. Final Report. Washington, D.C.: Office of Education (DHEW), Bureau of Research, 1969, 67p. [ED 034 963]

This project developed an informal reading test from adult basic education teaching materials and investigated reading performance at six levels among adults attending basic education classes. Graded word lists, readiness oral reading passages, and graded oral reading passages were administered to thirty-seven adults. The six most discriminating word lists were identified, along with six pairs of adult interest reading passages having similar readability levels and producing similar error scores. The word identification test, the warm-up passage, and a form of the informal oral reading test were then given to fifty-six adults. (The first two instruments helped determine the difficulty level at which testing could begin.) Substitutions, examiner help, and added or omitted word endings were the most prevalent errors. Poor readers required more words pronounced than better readers. Reading speeds of better readers began to decline by the seventh level while error rates and comprehension remained steady. Comprehension remained fairly consistent for all levels of readers. The average adult answered three out of five factual questions correctly.

1018. Mangano, Joseph A., ed. Strategies for Adult Basic Education. Perspectives in Reading, 11. Newark, Del.: International Reading Association, 1969, 88p. [ED 034 914]

Strategies and materials for reading instruction in adult basic education are covered, together with psychological and sociological characteristics of under-educated adults. Demonstration centers, curriculum materials programs, and related efforts are described. Such innovations as basal series for sequential reading skill development, programed materials, and television workbook programs are evaluated, with special attention to principles of computer assisted instruction program preparation and the limitations and potential values of the method. Job corps reading and basic education program elements, including counseling and guidance services, student selection and placement, staffing, teacher training, physical development and recreation, and special cooperative projects, are outlined; program procedures and outcomes are tentatively assessed. Also considered are the accomplishments and the performance goals of the Urban Adult Education Institute, Detroit, in preparing teachers and training disadvantaged adults; experiences and insights on individualizing instruction; teacher characteristics and limitations; and the emerging professional role of adult basic education teachers.

1019. McCalley, Hazel, and others. Basic Education for Adults: Are Special Tools and Techniques Needed? Panel and Workshop VI. Papers presented at the National Conference on Manpower Training and the Older Worker, Washington, D.C., January 17-19, 1966, 65p. [ED 017 787]

Literacy programs require appropriate materials, adequate testing of achievement, and careful selections and training of teachers. Publishers are now providing comprehensive learning systems of realistic materials, including the Initial Teaching Alphabet, words in color, and audio tapes. In order to implement an adult basic education program, North Carolina set up twenty-four teacher training institutes providing sixteen hours of intensive instruction by specialists. University extension personnel were invited to attend and expected to provide future workshops. In Detroit, the public school adult basic education project set up a one-year MDTA multi-occupational program for the functionally illiterate. In order to have smaller classes, team teaching was replaced by the platoon system, one for each curricular area. The linguistic approach to reading was used, and worksheets in arithmetic made teaching on several levels possible. Trainees were prepared for service, metal, auto, and commercial trades, and three fourths were placed. Instructional materials and tests for communication and computational skills were prepared. Discussion followed on such topics as the need for an interdisciplinary approach to the multi-level problem, role of the community college, and federal inter-program cooperation.

1020. Mitzel, M. Adele. The Functional Reading Word List for Adults. Adult Education 16 (Winter 1966): 8p. [ED 018 699. Document not available from EDRS]

The 5,000-word functional reading word list, compiled to reflect the present and immediate future reading needs of the average illiterate American adult, employs basic words gathered from such sources as federal government pamphlets, menus, newspapers, comic books, application blanks, and religious tracts. The list is divided into four parts--the approximately 500 most basic words, followed by three groups, ranked by frequency, containing about 1,500 words each. Mastery of the first 2,000 words (groups 1 and 2) is considered indicative of functional literacy. Mastery of all four parts would be equated with literacy. The word list is of value also to foreigners learning a basic American vocabulary. The document includes a foldout containing the list.

1021. Mocker, Donald W.; Veri, Clive C. The University of Missouri Adult Basic Education System. St. Louis: University of Missouri, Extension Division, 1969, 98p. [ED 030 048]

The University of Missouri Adult Basic Education (ABE) System, developed from the ABE laboratory with the help of Title III funds, consists of a series of sub-systems designed to effect behavioral change in under-educated adults through an individualized flexible approach to learning. The sub-systems of diagnostic testing, individual counseling, teaching-learning, achievement testing, and group counseling workshops are structured around the following psychological and curricular principles: individualized learning; meaningful and practical adult curriculum; a variety of instructional media; a threat-free learning environment; immediate feedback; active learning situations; and sensitized teachers, aides, counselors, and researchers. Specific curriculums for reading, language, mathematics, and social studies are presented with suggested published materials. The counseling workshop curriculum consists of group activities which are entirely learner centered. A counselor guides learners through units they have devised, utilizing role playing, class talks, panel discussion, guest speakers, films, and teacher-made materials.

1022. Ohio Seminar for Administrators of Adult Basic Education. Columbus: Ohio State Board of Education, 1967, 33p. [ED 035 801]

This 1967 seminar for adult basic education program administrators was designed to identify problem areas and to consider some of the solutions. Major topics were the social and psychological characteristics of underprivileged adult learners, program administration and management, inservice teacher training, current issues in adult basic education, and the recruitment and retention of adult students. Guidelines were also offered for evaluating programs and reading materials.

1023. Peerson, Nell; and others. An Experiment, with Evaluation, in the Eradication of Adult Illiteracy by Use of Television Instruction over a State Educational Television Network Supplemented by Supervised Group Viewing. Florence, Ala.: Florence State College, 1961, 86p. [ED 003 561]

The application of the Laubach method to teach illiterate adults by television was reported. The program involved six hundred students of whom 250 completed the course of study. The students were illiterates about forty years of age with two to three years of formal schooling. Lessons were prepared and telecast using material developed by F.C. Laubach. Classes with direct teaching were also organized. Evaluations were made of the literacy training by questionnaires, administration of various achievement tests, and observations by the staff. Indications were that both the television and direct teaching groups scored equally well on word knowledge and discrimination. There is need for materials of adult interest-level to aid in the development of literacy training programs. The author concludes that television instruction, with suitable supplementary material, can very adequately meet the need for a crash program on illiteracy.

1024. Puder, William H.; Hand, Sam E. Frontiers in Adult Basic Education, A Compilation of Selected Papers and Group Reports Presented at the Southeastern Region Institute for Teacher-Trainers in Adult Basic Education. (Florida State University, August 1-26, 1966). Tallahassee: Florida State University, Office of Continuing Education, 1966, 159p. [ED 019 575]

This volume presents selected papers and group reports on psychological and sociological dimensions of poverty and illiteracy, adult basic education methods and objectives, principles of adult learning and behavior change, and related concerns in teacher training and program development. Specific problem areas identified by teacher trainers, the overall problem of identifying with and motivating the under-educated, adult-centered counseling, curriculum planning and reading instruction, evaluation of instructional materials, enlistment of community support, long-range effects of early cultural deprivation, and strategies and suggestions for training indigenous nonprofessionals are among the major topics considered. Two tables, chapter notes and references, appendixes, and a model of the learning process are also included.

1025. Raygor, Alton L., ed. College and Adult Reading I; First Annual Yearbook. St. Paul: North Central Reading Association, 1962, 124p. [ED 082 155. Also available from Student Counseling Bureau, University of Minnesota ($1.50)]

This yearbook is a report of the papers presented at the Fourth Annual Meeting of the North Central Reading Association. The titles and authors of the papers included are: "Recent Research in College and Adult Reading" by Edward G. Summers; "The Definition of Reading" by Earl F. Rankin; "The Effect of Reading Training on College

Achievement" by Eugene S. Wright; "An Evaluation of Forty-One Trainees Who Had Recently Completed the 'Reading Dynamics' Program" by Stanford E. Taylor; "The Use of Closed-Circuit Television for Teaching College Reading Courses" by Patricia Donisi; "The Compulsion to Read" by Forrest L. Vance; "How Sound is Your Reading Program?" by Robert Karlin; "Training Inexperienced Graduate Students as Instructors in a Reading Program" by Ernest W. Kinne; and "Initiation of Reading Clinics" by George L. Watson.

1026. Raygor, Alton L., ed. College and Adult Reading II; Second Annual Yearbook. St. Paul: North Central Reading Association, 1963, 176p. [ED 082 156. Also available from Student Counseling Bureau, University of Minnesota ($2.00)]

This yearbook contains the papers presented at the Fifth Annual Meeting of the North Central Reading Association. The titles and authors of the papers included are: "Speed Reading vs. Effective Developmental Reading" by Lester Van Gilder; "Counseling and Reading, Their Interrelationship" by Boyd Jackson; "Recent Research in College and Adult Reading" by A. Garr Cranney; "Reading Training for Industry" by Leonard Braam; "Reading Improvement at Firestone" by Glen Cross; "Reading Training in Industry" by Byron Svetlik; "Reading and Study Skills: A Balance" by Mrs. Herbert Ketcham; "The Importance of Structured Outside Assignments" by James Brown; "The University of Toledo 'Total Push' Reading Program" by Ronald Crowell, Herbert Gerjuoy, and Miriam Wendt; "The Reading Improvement Program at Ferris Institute" by E. Coston Frederick; "An Operative 'Second Chance' Philosophy" by Orval Anderson; "An Evaluation of Developmental Reading at West Bend High School" by Marjorie Dummett and Raymond Urbas; "A Course in Reading Improvement for Executives" by William Hastings; "Western Reserve University's Preparation for College Program" by Morton Shanberg; "Progress in Programmed Instruction" by Alton Raygor; and "A Program to Improve Paragraph Comprehension" by Pearl Roossinck.

1027. Resmondo, Betsy. Reading Instruction and Technical Retraining in the Community College for Disadvantaged Adults. Paper presented at the International Reading Association Convention, Denver, 1973, 8p. [ED 073 436]

The Waubonsee Hearing Impaired Program (WHIP), offering courses for disadvantaged adults in English and reading as well as a special program for hearing impaired students, is described. English Review is a course which aids students whose deficiencies in English preclude their taking the regular freshman English courses. Instruction is individualized and students are required to write short themes and other expository prose essential for vocational goals or further studies. Notetaking, outlining, use of dictionaries, and test taking techniques are also taught. Developmental Reading is a course designed for adults who never completed their years of formal education. Work is given to increase skills in vocabulary, phonics, listening, reading comprehension, spelling, and written expression. English as a second language is offered in both of

these courses for those whose native language is not English. A special tutor works with these students so that a meaningful program is developed for their particular needs. Interpreters are provided to aid in lip reading, and classes are offered teaching sign language. The philosophy of the Hearing Impaired Program is to provide those services which allow the deaf student to compete on an equal basis with his hearing peer in an integrated classroom.

1028. Richardson, William; Shelton, Donald. Syllabus for Adult Education Programs for Teachers of Disadvantaged, Ed. 44G. Monmouth: Oregon College of Education, 1966, 71p. [ED 012 866]

Broad topics covered in the syllabus for teachers of adult basic education are as follows: the introduction to the course, definition of the disadvantaged population (conditions and problems of minority groups and their characteristics), adult learning process (motivation, objectives, types of teachers needed, teaching techniques), counseling and guidance (basic principles, responsibility of staff members for counseling, testing), adult education development and history, adult education program (types of programs, legislation, migrant adult education), introduction to adult basic education curriculum (development of basic and intermediate skills), vocational education (types of programs and materials used), and general educational development testing program and certificate of equivalency (uses and preparation for tests) including future trends in adult education. The extensive bibliography includes teacher materials, student materials, and films and filmstrips.

1029. Scheier, Elaine. An Experimental Study Designed to Test the Relative Effectiveness of a Multi-Media Instructional System. Paper presented at the National Seminar on Adult Education Research, Toronto, February 9-11, 1969, 8p. [ED 026 611]

A study compared the effectiveness of Learning 100 (L-100), a multimedia, multimodal, multilevel communication skills system, with that of a more conventional reading program with functional illiterates in Bedford-Stuyvesant, a ghetto area in Brooklyn, New York. In January, 1968, under the Title III Adult Education Act of 1966, Adult Basic Education Program, an experimental group (forty-nine students) and a control group (forty-seven students) were established; teachers were licensed and all were receiving inservice training. Student attendance records, reasons for dropout, cycle growth and placement at completion of the program, and subjective evaluation by the teachers were collected. On the basis of the Metropolitan Achievement Test, a seven-month grade equivalent difference in favor of the L-100 students was found. Teachers found the program successful in that it raised aspirational levels, was self-evaluative, maintained high interest, and was flexible. Instructional materials created especially for this population were rated good to outstanding; however, suggestions were made for more instruction in such writing skills as personal and business letter writing. Materials used in the control group provided for individual work and progress, but students found them not challenging enough.

1030. Scheier, Elaine; Senter, Donald R. Evaluation of Learning 100: ABC Center, White Plains, N.Y., January-June 1968. EDL Research and Information Bulletin II. Huntington, N.Y.: Educational Developmental Labs., Inc., October 1969, 23p. [ED 036 718. Document not available from EDRS. Available from Educational Developmental Laboratories, Inc.]

Learning 100 is a multimedia, multimodal, multilevel communication skills system which places heavy stress on filmstrips, tapes, and recording. Many of the materials are self-pacing, and a readiness stage and six graded levels of instruction have been developed. At the White Plains Learning Laboratory Center, Learning 100 was used with a group of 64 functionally illiterate adults whose reading levels ranged from readiness to fourth grade. Teachers were provided special instruction in how to use materials and equipment. At the end of the twenty-three week program, reading gains, as shown on the Stanford Achievement Test, were significant; the greater variability on posttest scores indicated that the system encouraged individual development. The administrator felt that the system was manageable by teachers when they had special training; he saw a relationship between student achievement and teacher experience. Teachers were pleased with the structured systematic approach, high interest levels maintained, adult-oriented materials, varied modes of instruction, and positive motivational changes in the students. The students developed independent work habits, increased self-assurance, and saw improvement in their own educational growth.

1031. Seaman, Don F., and others. Behavioral Skills for Adult Basic Education: A Resource Document and Institute Report. State College, Miss.: Mississippi State University, 1969, 94p. [ED 034 143]

A report on the Adult Basic Education Teacher-Training Institute held at Mississippi State University, July 21-August 8, 1969, contains edited presentations of several of the instructional consultants, the contents of the final reports of the four work-study groups, and the results of an extensive evaluation of the institute. Areas covered were the disadvantaged adult, the adult learner, utilizing andragogy methods to meet adult needs, sociology of the under-educated adult, implications for program development in adult basic education (ABE), teaching reading and selecting materials in ABE, and guidance and counseling in ABE. Work-study groups report on family living, language arts, mathematics, and reading. Included also are the biographical characteristics of participants, pretest and posttest data, and participant evaluations. General implications are based on observations from the data and the institute. An appendix lists the institute staff and gives the training schedule and the raw score differences.

1032. Sherk, John K.; Mocker, Donald W. A Study of Reading Methods and Materials Used in Adult Basic Education. 1972, 22p. [ED 061 520]

A national study of methods and materials used in teaching reading by adult education teachers was conducted. The purposes of the study were to determine from ABE, GED, and ESL teachers the most popular methods, materials, and techniques currently in use for reading instruction in adult education; to determine the "goodness of fit" between the difficulty of the materials in use and the reading levels of the students being taught; to determine the reliability ratings of materials used for reading instruction; to determine what kinds of supplementary materials are used to augment direct reading instruction; to determine the teachers' beliefs as to why it is important for adult students to learn to read or to read better; and to determine what books the teachers believe every adult in their class should read. Responses obtained from a questionnaire completed by 240 adult education classroom teachers (176 of which were analyzable) in forty-three states provided the data for the study. Conclusions based on the results of the data analysis are (1) there is no suggestion in this study that any single publisher or any particular material type used for adult basic reading has control of even a minor proportion of the market; (2) several factors suggest that the quality of reading instruction may be lower than optimum; and (3) ABE teachers may not be motivating their students to read.

1033. Sibilsky, Jessie. Curriculum Guide for Adult Basic Education. Ypsilanti, Mich.: Ypsilanti Public Schools, 1969, 127p. [ED 028 360]

This curriculum guide offers suggestions and guidelines for teaching adults reading, writing, spelling, and arithmetic, together with vocational skills, basic citizenship and social studies, and other skills and attitudes to help disadvantaged adults live and function more successfully. Specific subject matter, desired skills and concepts, and teaching procedures are indicated for three achievement levels: beginning (grades 0-3), intermediate (4-6), and junior high (7-9). Provisions for student recruitment, counseling and evaluation, and teaching English to the foreign born are also suggested. Bibliographies of instructional materials and professional reading are included.

1034. Smith, Edwin H.; Mason, George E. Teaching Reading in Adult Basic Education. Tallahassee: Florida State Department of Education, 1965, 62p. [ED 019 600]

This study is designed to give practical aid to those preparing for or engaged in adult basic education. While many of the suggestions are directed to those teaching reading classes, reading skills should be taught and developed when teaching in the other areas such as mathematics and general knowledge. The section on Reading in Special Subject Matter Areas should prove of value to the teacher who has not had strong training in the teaching of reading. Chapters include teaching adults, stages of adult reading, assessing for instruction (including an informal reading inventory check sheet), general instructional methods, techniques for specific

learning disability cases, techniques and materials for the introductory, elementary, and intermediate stages (including developing recognition vocabulary and comprehension, selecting instructional materials, and writing materials), reading in the subject areas of mathematics, social studies, and science, the developmental stage, and an annotated bibliography of materials for the introductory, elementary, and intermediate reading stages. Appendixes include addresses of publishers and a professional bibliography.

1035. Steuart, R. Calvert. An Evaluation of the Educational Effectiveness of Selected ABE Materials. Madison: Wisconsin State Board of Vocational, Technical, and Adult Education, 1968, 192p. [ED 042 108]

Conducted in Wisconsin, this study evaluated two literacy programs--the Mott Basic Language Skills Program and the Sullivan "Programmed Reading for Adults"--in order to develop a more effective adult basic education (ABE) curriculum. Attention was also given to relationships between selected student characteristics and measured improvement in reading abilities, component parts of the adult literacy systems, and the relative effectiveness of components as judged in observations of student reactions and progress. Pretest and posttest measures of selected primary reading skills were given to 42 Spanish-speaking, functionally illiterate adults who were learning English as a second language. Qualified ABE instructors were obtained who were not acquainted with or biased toward either the Mott or the Sullivan system, and who would teach them as independent and separate treatments. The Mott and the Sullivan system both proved effective in teaching English to the subjects as a second language. Motivation to learn and initial speaking ability in English were also highly significant to success. The report includes a bibliography, thirty-nine tables, observation forms, an evaluation checklist, and excerpts from Mott Basic Language Skills and the Sullivan Programed Reading System.

1036. Swalm, James; Cox, Gordon. A Content Approach to Reading Skill Development for Special Admit Freshmen in a Four Year College. Paper presented at the National Reading Conference Convention, Tampa, 1971, 14p. [ED 073 418]

Reading programs for special admit college students were developed and included 13 skills: reading for main ideas and supporting details, noting sequence and development of main ideas and supporting details, developing flexibility in reading, underlining, summarizing, synthesis of several sources, critical reading, comparison and contrast of ideas, note taking, study reading techniques, preparation and taking of exams, development of research and term papers, and organization for study. In selecting the content for the course, articles and books were analyzed for interest level, the skills needed for understanding, and the skills that could be illustrated and taught through the material. The readability level for all the material was also determined. An evaluation of the program was conducted by comparing the pre- and posttest results of the

comprehension section of the Nelson-Denny Reading Test. The results indicated the students improved between pre- and posttesting. Group 1, the slower moving strand, improved an average of over two and one-half years, and group 2 showed an improvement of over three years. This growth was significantly more than normally expected for a semester's course in reading improvement.

1037. Tatum, William; Chasnoff, Robert. Evaluation of the Adult Learning Center of Elizabethport by Staff and Participants, Operations from 2/26/68 - 4/30/68. Elizabeth, N.J.: 1968, 19p. [ED 019 610]

Activities, facilities, and programed reading materials at the Adult Learning Center of Elizabethport were evaluated in 1968 by staff members and participants. Staff opinions differed as to the most successful materials, and reasons given for success varied between interest level, size of print and length of stories, the challenge provided, and suitability for clientele groups. The more basic McGraw-Hill materials proved valuable in teaching English to Spanish-speaking participants. Staff members saw such factors as a relaxed atmosphere, counseling and placement, the teachers' effectiveness in working with students, and the quality and variety of programs available at each level in reading, mathematics, English, and other subjects, as virtues of the center. However, weaknesses were noted in facilities, staffing, teacher preparation, and class management, and various improvements were suggested. Of the 117 participants queried, most were satisfied with materials, facilities, and instruction, but a need was expressed for more space, noise control, and help for Spanish-speaking persons. The document includes statistics on attendance, testing services, and population characteristics.

1038. Teacher's Suggestions for Teaching Adults in Adult Basic Education. Austin: Texas Education Agency, 1969, 84p. [ED 034 148]

Adult basic education (ABE) teachers, supervisors, and administrators are furnished with guidelines on the use of linguistic techniques for basic reading instruction, (levels 1 and 2), the formation of student skills in listening, speaking, reading, and writing (levels 1, 2, 3), and mathematics teaching at all three levels plus the high school level. Suggestions on student placement, class activities, allocation of time, and instructional materials are offered. Aims of ABE are set forth in the context of typical reasons for participation, potential benefits, and tasks of everyday life. It is recommended that tasks in ABE classes be chosen and ABE students grouped according to needs and motivation as well as ability.

1039. Teaching Adults to Read; Research and Demonstration in a Program of Volunteer Community Action. Report on the Project for Adult Literacy. Boston: Massachusetts Council for Public Schools, Inc., 1969, 328p. [ED 039 417]

As an evolving program of action research, this project for adult literacy focused on the complex problems of adult illiteracy and

its mitigation in a major urban community (Boston, Massachusetts). It was undertaken to teach reading, assess the use of volunteers in adult literacy education, evaluate two reading methods for use with adult illiterates voluntarily studying in a community setting, and gather and communicate basic knowledge on illiteracy, adult illiterates, and program organization and administration. Much attention was given to analyzing statistical data on student and volunteer tutor backgrounds, student attendance, reactions to training, results of reading and related tests, reading progress at three stages, and factors assumed to have inhibited prior development of learning skills. A major finding was that Reading in High Gear and the approach of the Massachusetts Council for Public Schools (MCPS) had similar shortcomings, but that the varied materials of the MCPS system permitted greater flexibility for experimentation toward meaningful change. The document includes 121 tables and figures, measurement instruments, cross tabulations, and an extensive bibliography.

1040. Techniques for Teaching Basic Reading to Out-of-School Youth. Albany: New York State Education Department, Bureau of Continuing Education Curr. Services, 1969, 67p. [ED 033 309. Also available from N.Y. State Education Department (free)]

This manual provides specific suggestions for reading instructors of mature partly illiterate and illiterate students, especially disadvantaged youth who have not completed high school. Proposed reading strategies are accompanied by examples of materials suitable for each area. Techniques are offered for diagnosing skills, as well as for teaching, reinforcement, and evaluation, in the areas of visual and auditory discrimination, vocabulary development, phonetic and structural analysis, listening, speaking, studying, and comprehension.

1041. The Use of Modern Educational Technology for Instruction of Under-Educated Adults: Research Possibilities. Research report of the NCSU Adult Learning Resources Project, No. 1. Raleigh: North Carolina State University Department of Adult Education, 1969, 36p. [ED 038 576]

The major goal of the developmental and demonstration project in adult basic education at North Carolina State University is to identify, develop, and evaluate innovative materials and instructional systems that will accelerate and enhance the learning process in under-educated adults through the use of modern educational technology and media. Emphasis has been placed on determining the appropriate role of computer assisted instruction, programed instruction, and other self-instructional media in teaching adults. The purposes of this paper are to generate discussion in regard to the research opportunities and possibilities within the Adult Learning Resources Center at North Carolina State University; to review examples of current related research; to suggest specific research problem areas; and to delineate desired methodological procedures.

1042. Van Gilder, Lester L.; Kania, Joanne. An Adult Illiteracy Pilot Project: The Training of Reading Aides. Paper presented at the National Reading Conference, Los Angeles, December 5-7, 1968, 8p. [ED 027 174. Document not available from EDRS. Available as National Reading Conference 1968 Yearbook]

Sixteen volunteer aides living in inner-city Milwaukee were selected according to education (a high school diploma), age (21 years or older), experience working with people, dependability, and availability. They were divided into four groups, and each group was assigned an instructor from the Marquette University reading staff. Ten weekly training sessions stressed the use of a variety of materials and methods for teaching the functionally illiterate. After the training sessions the aides began working with an illiterate adult of their own choosing in a private home setting. The training sessions continued and included evaluation of progress reports and development of planning log books. The aides continued to use the skills and materials acquired in instructing the functional illiterate, some through working with inner-city agencies and the public school system. Two aides were given more responsibility in their present positions, and two are considering formal college work to become certified as teachers. Reactions and recommendations for beginning a second phase of this program are given. A list of instructional materials and publishers is appended.

1043. Vescolani, Mildred, comp.; and others. A Basic Reading Guide for Adults. Fayetteville: Arkansas University, 115p. [ED 065 777]

This curriculum was compiled to serve as a guide, review, or supplement to the programed materials currently in use in the Adult Basic Education Program sponsored by the University of Arkansas. The criterion for the materials selected was their ease of adaptability to a job-oriented educational approach. The document is divided into the following sections: (1) Introduction--Basic Reading Instruction for Adults; portions of this section are devoted to Purpose, Adjusting Instructions to Individual Differences, Approaches to Reading, The Dual Role of the Teacher, and Materials; (2) Reading Defined--A Connotative Interpretation; (3) Developmental Reading; there are three major sections in this category--Recognition Pattern (words in isolation, and in context), Recognition Techniques (visual/structural and phonetic analyses), and Comprehension (interpreting meaning and implications, perceiving relationships, evaluation, reading for appreciation, and dictionary usage); (4) Evaluation; and (5) Sequence of Reading Instruction (three stages). This material was sponsored by the U.S. Office of Education.

1044. Wark, David M., ed. College and Adult Reading, V; Fifth Yearbook. St. Paul: North Central Reading Association, 1968, 185p. [ED 082 158. Also available from Student Counseling Bureau, University of Minnesota ($2.50)]

This single volume constitutes the third and fourth yearbooks of the North Central Reading Association and consists of most of the papers presented at the 1963 and 1964 annual meetings of the NCRA. The papers are grouped into four sections: Discrimination, Information Theory, Skill Therapy and Skill Training, and The Visual Process. Among the topics covered in the seventeen papers are the cloze procedure, research reviews of skill therapy and visual discrimination, a college composition program, the SQ3R system, and reading as information processing.

1045. Wark, David M., ed. College and Adult Reading, III and IV; Third and Fourth Yearbooks. St. Paul: North Central Reading Association, 1965, 199p. [ED 082 157. Also available from Student Counseling Bureau, University of Minnesota ($2.50)]

This volume contains the seventeen papers presented to the 1965, 1966, and 1967 annual meetings of the North Central Reading Association. The papers are grouped into four sections: Problems for the Reading Specialist, College Reading Programs and Instructional Techniques; Research on Reading; and the Emerging Junior College Program. Some of the topics are adult basic education, reading tests and examination performance, descriptions of several college and junior college programs and research studies, programs and techniques for handicapped and disadvantaged students, and relationships between rate and comprehension.

1046. Wark, David M., ed. College and Adult Reading, VI; Sixth Yearbook. St. Paul: North Central Reading Association, 1971, 267p. [ED 082 159. Also available from Student Counseling Bureau, University of Minnesota ($2.50)]

This volume contains the sixteen papers presented to the 1968, 1969, and 1970 annual meetings of the North Central Reading Association. The papers are grouped into four sections: Programs and Centers, Materials and Techniques, Evaluation, and Professional Problems. Some of the topics concern tests and test-taking, attitudinal factors, descriptions of college and industrial reading programs, teacher preparation, grouping techniques, behavior modification, and material evaluation. A single paper on SQ3R completes the volume.

1047. Warren, Virginia B. How Adults Can Learn More--Faster: A Practical Handbook for Adult Students. Washington, D.C.: National Association for Public School Adult Education, 1966, 52p. [ED 024 911. HC not available from EDRS. Available from National Association for Public School Adult Education (HC $1.00)]

This handbook gives advice to the adult learner on such problems as effectively concentrating and listening, improving reading skills, responsibly participating in group discussions, and taking tests successfully. Also included are discussions concerning adults' learning processes and efficient study habits. Concluding chapters deal with the use of community resources and television, and give

advice on how to continue learning every day.

1048. Wasson, John B. Evaluation of an Eight Week Adult Education Program. St. Paul: Ramsey County Welfare Department, Work and Training Program, 1965, 32p. [ED 021 194]

As part of a training program for families receiving public assistance, an eight-week summer adult education program for fifty-four students was conducted in 1965 by the Ramsey County (Minnesota) Welfare Department and the St. Paul Public Schools under Title V of the Economic Opportunity Act. Each day's program included a staff planning period, an assembly during which such topics as finding a job, budgeting, and citizen responsibility were discussed, instructional periods in reading, mathematics, and vocational guidance-human relations, and a library and counseling period. At the end of the program, the composite grade level on the Gates Reading Survey increased from 9.2 to 10.5, the grade level in arithmetic increased from 5.8 to 8.3, and there were no significant changes in students' responses to an experimental value scale. Thirteen students passed the GED high school equivalency test and 18 failed. Although there were no correlations with GED performance and number of school years completed, students with reading grade levels below ninth grade prior to the program were unable to pass the GED after eight weeks of instruction while those with a prior grade level of 10.0 or higher all passed. The comments, both formal and informal, of students and their counselors were highly favorable.

Vocational Education

1049. Beitler, Lorraine; Martin, Irene. The Design and Implementation of a Learning Center for Career Oriented Students. Paper presented at the National Reading Conference, Tampa, Fla., December 1971, 11p. [ED 056 850]

A program to teach learning and reading skills to career-oriented junior and community college students is described. "Learning strategy" classes are given twice a week, at New York City Community College, and are supplemented with tutorial sessions. The objective of the program is to work from the student's area of highest motivation (his vocation) toward broadening his learning skills. Materials are provided in a learning center for use by the students and their tutors. The personnel of the program (members of various departments, counselors, reading teachers, tutors, and students) meet in seminars, demonstration lessons, and conferences with the program coordinators. Because the learning/reading classes are based upon the particular area the student is working in, it is hoped the program will be more responsive to student needs. Diagrams of organizational features are included.

1050. Dawson, Howard A. Education in Rural America for Vocational Competence. Paper presented at the National Conference on Rural

Education, Washington, D.C., September 28, 1964, 13p. [ED 020 059]

The percentage of disadvantaged farm laborers, low income manufacturing workers, and migrants is disproportionately large in rural America. Millions of technologically unemployed rural youth are uneducated, unprepared, and hence unemployable in a new occupation. Although undisputable evidence exists testifying to the benefits of vocational education in reducing unemployment, a large segment of this population is functionally illiterate, making further technical education all but impossible. Suggestions for improving the plight of the rural disadvantaged include (1) broadened curricular offerings which encourage students to complete their education, (2) improved quality of elementary education through employment of specialists, especially in the area of reading (lack of reading ability is perhaps the major cause of educational retardation and dropout at all levels), (3) establishment of programs for the functionally illiterate individual whose achievement may be so low that he is not qualified for training or retraining programs now in operation, (4) initiation of training programs for both rural and urban displaced workers, and (5) consolidation of school districts, thereby providing the advantages of both academic and vocational education.

1051. Decker, George; Anderson, Floyd L. Reading, Course Description. Minneapolis, Minn.: Minneapolis Public Schools, Work Opportunity Center, 1969, 34p. [ED 041 161]

This course description was developed by educators for use at the work opportunity center which was established to teach high school dropouts and hard-core unemployed youth. The objectives of this reading curriculum are to develop skills of retarded readers, further develop skills of adequate readers, and develop an appreciation for reading. Instructional units which are taught on an individual basis in an innovative atmosphere cover (1) diagnosis of reading difficulty, (2) improvement of work recognition and analysis, (3) improvement of reading rate, and (5) development of attitudes and interests. Also included in the description are a program evaluation, an annotated bibliography, teaching techniques and materials, and case studies. Related materials are available as ED 041 160 and ED 041 175.

1052. Hankin, Edward K.; and others. The Development of Pre-Vocational Education Literacy Courses for Use with Computer-Assisted Instruction of Disadvantaged Youths and Adults. Final Report. Tallahassee: Florida State University, June, 1967, 179p. [ED 024 763]

The purpose of this project was to develop computer-assisted courses in arithmetic and reading for disadvantaged adults and youths to serve as prerequisites to entering vocational training. Because of budgetary cuts, the project was terminated before its completion. Lessons in counting, addition, and subtraction were written and tested; however, lessons in division and multiplication were initiated but not completed. A lesson includes a pretest to

determine if a student needs instruction, two instructional units of differing focus, and a posttest to evaluate the effects of instruction. The pilot tests showed the arithmetic lessons to be effective. All of the grade two (24 lessons) of the reading program with slides was completed and entered into the computer. Lessons for grade three were ready for entry, and lessons for grades four, five, and six had been written but slides had not been developed. Audio tapes are optional. The findings showed that, in general, computer-assisted instruction can be used in prevocational literacy training for disadvantaged youths and adults; however, it was recommended that further research be conducted to determine the effectiveness of this technique.

1053. Pearce, Frank Charles. The Educational Needs of Beginning Farm Operators in Becoming Established in Farming in New York. Ph.D. Dissertation, Cornell University, N.Y., 1964, [ED 020 340. Document not available from EDRS. Available from University Microfilms (Order No. 65-3135)]

The purpose of the study was to determine situational and individual characteristics of beginning farm operators which influence establishment in farming. Key informants in each county of New York identified 2,260 beginning farm operators who were stratified by region and dairy cowherd size. Cluster samples were randomly selected. An interview schedule, based on previous research, was field tested, and interview techniques were standardized. Data were analyzed with cross tabulations, correlation matrices, and regression equations. Findings established a need for instructional programs for beginning farm operators which should vary to meet individual differences. The educational needs of farmers can be predicted upon the basis of farmer characteristics, especially reading habits. Direct relationships exist between specific needs and individual characteristics. Several methods of attaining establishment in farming were identified. Specific educational needs were found in farm mechanics and crop production. Goals reported by beginning farm operators indicated the nature of future farm operations, and the nature of technical assistance needed.

1054. A Pre-Technical Program for Georgia's Area Vocational-Technical Schools, A Report on a Pilot Program. Atlanta: Georgia State Department of Education, Division of Vocational Education. June 1968, 92p. [ED 021 134]

A course of study for post-high school vocational-technical students was developed, implemented, and evaluated in five schools in terms of its ability to provide direction in establishing pre-technical programs. Reading skills, study skills, mathematics, and science were offered as level A for entering trade students and level B for entering technical students. Teachers met one week prior to the beginning of the program to become oriented, and to develop a proposed curriculum guide with assistance from subject-matter specialists and consultants. All instruction was student-oriented. A T-test of pretest and posttest mean scores on five achievement

tests was used to determine student learning. Although no control group was available for the testing, significant gains as reflected by the test scores were obtained in the subject areas. Data did not support including science in the pre-technical program except on an optional basis. It was recommended that the pre-technical program be implemented in all post-secondary area vocational-technical schools in Georgia. Included are (1) guidelines for replicating the program, (2) the curriculum outline, which indicates major content units, goals, and specific skills to be developed, and suggest instructional materials, equipment, and procedures, (3) a student data sheet, (4) a teacher rating sheet, and (5) the grading standard.

1055. Rothert, Lowell Frederick. An Analysis of Changes in Critical Thinking Ability, Open-Mindedness, and Farm Policy Opinions of Participants in the Kellogg Farmers Study Program. Ph.D. Dissertation, Michigan State University, 1969, 180p. [ED 039 458. Document not available from EDRS. Available from University Microfilms (Order No. 69-20, 923)]

This study dealt with the relationship of educational background, age, sex, and liberal education to critical thinking and open-mindedness for participants (119 Michigan farmers, aged about 25-35, and their wives) in an extensive continuing education program. Three groups admitted to the Kellogg Farmers Study Program (KFSP) in 1965, 1966, and 1967, comprised the treatment groups. Control subjects consisted of three other groups interviewed and tested but not admitted. (The KFSP is a three-year program featuring study institutes, travel seminars, and independent study.) Findings included the following: (1) the KFSP had only limited success in helping develop critical thinking skills, reading skills, greater open-mindedness, and skills in identifying agricultural alternatives; (2) more highly educated subjects had higher initial critical thinking ability and open-mindedness, but less educated subjects generally made higher gains during the courses; (3) participants improved slightly over the three year period, while nonparticipants declined slightly; and (4) participants, but not their wives, became better able to identify realistic solutions to farm policy problems.

1056. Sharma, Devendra Kumar. Role of Information Sources and Communication Channels in Adoption of Improved Practices by Farmers in M.P. State, India. Ph.D. Dissertation, Cornell University, N.Y., 1967, 265p. [ED 025 712. Document not available from EDRS. Available from University Microfilms (Order No. 67-16, 368)]

A study was made of information sources and channels whereby new ideas about improved farming methods are communicated to farmers. Questionnaire interviews were held with 200 farmers in Madhya Pradesh, India. Of the five information sources studied, neighbors were named by all respondents, village level workers by 72 percent, chairmen of village panchayats by 26 percent, and agricultural and university extension personnel by 20 percent and 17 percent,

respectively. Among seven means of communication, demonstrations led with 50 percent, followed by radio (38 percent), audiovisual aids (posters, films, exhibits), general meetings, and reading materials. Age, education, caste, and economic status were discriminating factors, singly or in combination, in the use of all sources except neighbors and village local workers. One major finding was that face-to-face contacts between extension agents and farmers had the greatest influence, and mass media the least influence on adoption.

1057. Sullivan, Dorothy D.; Cardozier, V.R. Integrating Reading Instruction into Vocational Agriculture Classes. Miscellaneous Publication 586. Contribution Number 3813. College Park, Md.: University of Maryland, Maryland Agricultural Experimental Station, September 1966, 19p. [ED 022 018]

An experiment was conducted to determine whether special reading instruction integrated with agricultural instruction would result in improved reading ability and increased achievement in subject matter. Random assignment was made of vocational agriculture classes in twelve Maryland schools to experimental and control groups. Units on soil sampling and agricultural cooperatives were prepared and supplied to teachers in all groups. In addition, the experimental group teachers followed suggestions for improving reading ability as set forth in a written guide. The Diagnostic Reading Tests, Survey Section, Kuhlman-Anderson Intelligence Test, 7th Edition, and Sequential Tests of Educational Progress, were used in pretesting and posttesting. Reading abilities of students in the study were below national norms. Statistical treatment of data showed no differences between experimental and control groups in performance on reading, social studies, and science standardized tests, when scores were adjusted for IQ and pretest scores. Subjective responses to teachers suggested that the reading guide might have merit, if revised. It was concluded that the length of the experiment was inadequate, and that standardized tests in agricultural subject matter was a serious limitation to interpretation of results.

1058. Teacher Instructions for Vocational Talent Exercises. Washington, D.C.: George Washington University, School of Education, 1965, 15p. [ED 017 699]

This booklet was developed in a curriculum project, described in ED 017 689, to help young people learn basic principles and concepts of mechanics and technology, and thus raise their trainability level. It is for use by the teacher with four workbooks, Vocational Talent Exercises, Part A (ED 017 693), Part B (ED 017 694), Part C (ED 017 695), and Part D (ED 017 697). It provides instructions for using the workbooks to train young people in the principles and concepts which are often tested on aptitude tests. Also included are cutouts for use in Part A, exercise 9. Other related documents are ED 017 690 through ED 017 706.

Reading Programs

1059. Adams, W. Royce. The Use of Tutors in the Santa Barbara City College Reading Program. Paper presented at the National Reading Conference, St. Petersburg, Fla., December 3-5, 1970, 8p. [ED 049 020. HC not available from EDRS. Available in Twentieth Yearbook of the National Reading Conference, Inc., from Marquette University, Milwaukee]

The origin and development of a tutorial program for community college students experiencing difficulties in reading, mathematics, and writing are described. The program began as a voluntary effort by students and faculty members, and has developed into a highly organized program with state support and plentiful materials, supplies, and facilities. Two types of tutors are involved in the program, both working under the guidance of reading laboratory faculty. One type is paid and works in the laboratory at least fifteen hours per week. He is in charge of a designated number of tutees and works with them individually and in small groups. The other type is a volunteer who works with one or two individuals under the direction of a reading laboratory instructor. Both types attend weekly meetings and monthly training sessions. The tutors utilize a combination of prepared skill building materials and the students' own class work in working with tutees and provide some counseling service when needed. Formal evaluation data on the effectiveness of the program is not yet available, but informal evidence seems to point to general effectiveness. Tables and references are included.

1060. Allen, Darlene Jo. A Primer for Professors of Reading. Paper presented at the Annual Meeting of the International Reading Association, Boston, Mass., April 24-27, 1968, 10p. [ED 020 094]

A procedure to teach native Samoans how to teach reading is described. The story sequence idea was used for self-teaching. Class members collected Samoan legends and recorded village life in original books adapted to various reading levels. This production was divided into six steps--(1) analyzing existing textbooks, (2) writing the stories, (3) controlling the vocabulary, (4) illustrating the story, (5) planning teacher manuals, and (6) planning activity books. Finally, the students as a group produced coordinated sets of materials based on individual story sequences. Not only did this project improve the oral and written English of the Samoan students, but it also made them more alert and knowledgeable of textbook material.

1061. Anderson, Clarence A. A Description of the Flint Community Junior College Reading Program. Paper presented at the meeting of the North Central Reading Association, Flint, Mich., Oct. 21-Nov. 1, 1969, 31p. [ED 036 395]

Because junior college students so frequently need remedial reading training and grammar review, and because few teachers in such

institutions have special training in reading instruction, a reading center was set up at Flint Community Junior College in Michigan. The center used 2,500 square feet and a variety of types of equipment and materials geared to allow a small staff to aid a large number of interested adults in individualized instruction. Materials were programed and semiprogramed. A diagnostic approach used the Cooperative Reading Comprehension Test (1960) and the Educational Development Laboratories Word Clue Test to gain insight into the individual's reading ability, interests, attitudes, and habits for a cumulative folder, and to aid in designing a program and plan of action for him. The method allowed one reading specialist and one student assistant to instruct hundreds of students and other adults, who participated three times weekly. The most obvious success was noted in comprehension and speed of comprehension results. Students kept their own attendance records and were graded "satisfactory" or "unsatisfactory" according to their progress. Tables, references, and samples of forms used by students in evaluating the program are included.

1062. Biggs, Barbara E.; and others. The Student-Development Center: A Ten-Week Experience in Re-Education. Paper presented at the meeting of the Western College Reading Association, Los Angeles, Calif., April 1-3, 1971, 12p. [ED 049 021]

The Student Development Center (SDC) serves as a coeducational center for collegiate low achievers in order to transform their ineffective behaviors into those which are conducive to academic success. Before a student is accepted into the program, he is evaluated through standardized tests and an interview with two staff psychologists, who determine his emotional, mental, and motivational qualifications. An individualized forty-hour-per-week program is designed for each student. It is based on a learning model involving the following three types of behaviors: (1) incorporative (visual, aural, and kinesthetic); (2) processing (thought, emotion, and motivation); and (3) projective (movement, written, and oral). The program includes reading, writing, and speech laboratories, group and individual counseling, and courses in problem solving, motivation, time study, mathematics, dramatic interpretation, and psychology. Of the 42 students who enrolled in college after attending the SDC during the first one and one-half years of its operation, follow-up information has been received from nineteen students to date. Of these students, 89.5 percent are known to have maintained a grade-point average of C or better.

1063. Carroll, Hazel Horn. College Reading and Television's Instant Image. Paper presented at the National Reading Conference, Atlanta, Ga., December 4-6, 1969, 6p. [ED 036 410. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference, Inc., from Marquette University, Milwaukee]

Concern is expressed here with college reading programs, and with improvements needed to enable them to keep pace with the effects of rapid progress in the communications field on reading habits.

Reading, especially critical reading, will be more necessary than ever in interpreting and evaluating all the ideas being gained or received from the media. Basic principles in the teaching of reading must be maintained but supplemented with new ideas, such as question-and-answer sessions between authors and readers, and between teachers and students. The author offers several other suggestions for improvement and additions to reading programs. Critical reading instruction is emphasized as a primary concern. References are included.

1064. Carter, Homer L.J.; McGinnis, Dorothy J. Implementation of an Eight Point Program at the College-Adult Level. Paper presented at the National Reading Conference, Tampa, Fla.: Nov. 30-Dec. 2, 1967, 17p. [ED 015 849]

The following principles for conducting college-adult reading programs were implemented in the Western Michigan University reading program: (1) the teacher must stimulate, inform, and guide; (2) every student should know his own reading ability and select for himself the reading skills he needs; (3) the student should understand that he can improve his reading ability, but that this is his responsibility; (4) he should set up his own reading objectives and attain them at his own rate and according to his own plan; (5) he should be taught to read the required texts effectively; (6) he should evaluate his own achievement at the beginning and end of the term; and (7) the instruction should be simple, direct, and specific. College students and adults in the community participated in the noncredit course which consisted of fifteen minutes of controlled reading study, twenty-five minutes of demonstration and lecture, and ten minutes of class discussion. Meeting twice a week during the semester, the students learned to apply reading techniques directly in their academic work and were taught how to make better use of their own reading materials.

1065. Carter, Homer L.J.; McGinnis, Dorothy J. Some Factors to be Considered in Conducting a College-Adult Reading Program. Paper presented at the National Reading Conference, Tampa, Fla.: Nov. 30-Dec. 2, 1967. [ED 011 822]

Factors considered crucial in conducting a college-adult program by the Western Michigan University reading staff are presented as a guide for the establishment of new reading programs on this level. Eight principles derived from experience with the 22-year-old Western Michigan reading program concerning teacher role, a student's understanding of his reading ability, student responsibility for reading improvement, setting up reading objectives, physical, psychological, and environmental factors which may affect reading, sequential and meaningful reading training, instructional procedures, and a student's evaluation of his reading achievement are discussed. Heavy emphasis is placed on the importance of adapting the program to each individual. A brief history of the Western Michigan program reveals the changes which have taken place from 1944 to 1966. References are given.

1066. Cartwright, H.D. Study Skills for the Severely Retarded College Reader. Paper presented at the National Reading Conference, Atlanta, Ga., December 4-6, 1969, 11p. [ED 037 320. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference, Inc., from Marquette University, Milwaukee]

University of Kentucky personnel aided Kentucky State College, a predominately black institution, in establishing the reading and study skills laboratory in 1967. This study examines the program which was designed for those students deemed academic high risks. All persons enrolled in the lab had decided disadvantages in an academic world because of their nonstandard dialects, but all were highly motivated toward achieving a higher education. The survey, question, read, recite, "rite," and review (SQ4R) system is the basic method on which the instructional program was patterned. The multisensory approach was implemented in conjunction with highly individualistic involvement. The approaches have resulted in better class attendance and fewer students making failing grades at mid-term examination time. The author underlines the success of the program with the particular type of student involved and the methods used. References and a suggested list of materials for a college reading and study skills center are included.

1067. Colvin, Charles R. Philosophy and Objectives of College Reading Programs. Paper prepared for the seminar for Directors of College and University Reading Centers at the Annual Meeting of the International Reading Association, Anaheim, Calif., May 6-9, 1970, 6p. [ED 045 284]

The determination of a philosophy and specific objectives of college reading are necessary for the organization, administration, testing, diagnosis, instruction, selection and use of materials, and evaluation of college reading programs. A tenable, working definition for a philosophy of college reading includes (1) that every college student can and should improve his reading and study skills to an optimum level for him; (2) that college reading and study involve complex skills which may be developed through instruction and practice; (3) that reading is only one factor, but a very important one, in the total adjustment in which students need specialized assistance; and (4) that specialized attention to reading in college is desirable because of the wide range in reading ability demonstrated by incoming students and the favorable influence of improved reading ability on academic progress. Also, in college reading programs specific statements of objectives are needed and should follow these criteria: (1) the objective should be stated in terms of observable behavior, and (3) the statement of an objective should refer to the behavior or process and to the specific intent to which it is to be applied. References are included.

1068. Dulin, Kenneth L. The Professionally-Oriented Reader. Paper presented at the National Reading Conference, Tampa, Fla., December

1971, 11p. [ED 056 847. HC not available from EDRS. Available from National Reading Conference, Inc., Marquette University, Milwaukee]

A reading program designed for adults in business, industry, or self-directing professions must focus on specific reading skills which are different from those of other adult reading programs. Professionals generally have good-to-excellent reading skills which they developed in school and college and are thus primarily concerned with developing (1) efficient and fast reading, (2) the ability to deal with professional jargon and technical vocabulary, (3) the ability to deal with specialized reading materials in their fields, and (4) facility for creativeness of expression. Because professionals have learned meticulous and careful reading skills in school, they often need to learn skills of general comprehension of large quantities of material. The materials used should be those the professionals come in contact with--either brought in by the students or found by the teacher. Some guidelines for working with professionals are (1) make the program visibly individualized, (2) review basic reading skills, (3) teach general as well as technical vocabulary skills, (4) teach flexible rather than fast reading, (5) explain the theory behind the techniques taught, and (6) be egalitarian and uncondescending toward the class. References are included.

1069. Freer, Imogene; McColloch, Jean. Organization and Aministration of a College Reading Program. Paper presented at the Annual Meeting of the International Reading Association, Anaheim, Calif., May 6-9, 1970, 7p. [ED 043 448]

The necessary ingredients for developing a successful developmental college reading program fall into three major divisions--the responsibilities of college presidents and deans to the reading program, the problems of establishing a strong foundation, and the development of a proper image. The major responsibility of college administrators is in the selection of well-trained, capable, and enthusiastic instructors. The next step is determining the proper aims and objectives in accordance with the philosophy of a particular school. Whatever may be decided, the program must contain the following attributes to be effective: diagnosis, vocabulary development, adequate skills development, and the use of materials which are provocative and stimulating enough to satisfy the various student needs. Individualization must also be included, since it is the necessary link for the above four attributes. However, complete success of a program is achieved through the favorable image which is projected to students, administrators, and citizens.

1070. Geerlofs, Marjorie White; Kling, Martin. Current Practices in College and Adult Developmental Reading Programs. Journal of Reading (April 1968): 569-575. [ED 024 548. Document not available from EDRS]

The results of a questionnaire survey of 246 college and adult reading programs are presented. In 190 cases instruction was conducted on a group basis. Completely individualized programs were reported by sixteen institutions. Objectives were ranked by 172 institutions in the following order: comprehension, flexibility, rate, study skills, vocabulary, and other. Materials, methods, and course patterns were reported in detail. Tables show the frequently used workbooks and machines. The results are compared with other similar surveys in the areas of tests, instruments, and materials. The gap between theory and practice in reading is briefly discussed. References are included.

1071. Hammond, William T., Jr. Teaching Listening Skills in the Junior College Reading Program. Paper presented at the Annual Meeting of the International Reading Association, Detroit, Mich., May 10-13, 1972, 9p. [ED 063 091]

Stating that little has been done to improve listening skills, the author (1) lists some of the various definitions assigned to listening; (2) examines the dichotomy between the listening goals of two- and four-year colleges and the actual time colleges spend in listening instruction; (3) reports on the standard listening practice of note-taking as an ineffective means of improving listening comprehension; and (4) points out the confusion and contradictions surrounding the information on listening. His concluding remark urges recognition of the need for an organized and coordinated program in this area. A reference list is included.

1072. Kavelman, Robert A.; Stevens, Lee A., comps. Experimental Research Project "Headstart" (Getting a "Headstart" to College) June 6, 1966-January 30, 1967. Preliminary Status Report. Los Altos, Calif.: Foothill College, 1967, 8p. [ED 023 362]

A program called "Headstart to College" was designed to help students coming to Foothill College meet the problems of orientation, study habits and reading before they entered the college in the fall of 1966. Two counselors presented courses entitled "Introduction to College" and "Effective Study," and a reading specialist taught "Analytical Reading." The total cost to the student was $15.00. Of the 101 students who elected to take the program, 96 persisted and earned five units of transferable college credit in the eight-week session. Two control groups, each consisting of 82 Foothill College freshmen, were randomly selected and matched with the experimental headstart group according to sex distribution, mean age, mean high school GPA, and mean ACT composite score. The criteria checked were number of students persisting, number of units, hours and program changes in student programs, number of units and hours attempted and completed, grade points and GPA, and the total number of summer session and fall semester units and hours attempted and completed. Although the data are incomplete, results to date indicate that students who participated in the headstart orientation program made better grades, fewer program changes and persisted longer than other students.

1073. Kazmierski, Paul R. Sensitivity Training and T-Group Procedures in a College Reading and Study Group. Paper presented at the Annual Meeting of the College Reading Association, Philadelphia, Pa., March 19-21, 1970, 11p. [ED 040 822]

A model is proposed for utilizing some of the techniques of the laboratory method (sensitivity training and training group procedures) in a college reading and study skills course. A structure of traditional lecture sessions on study skills combined with modified training-group sessions is the suggested approach. A reading course utilizing some training-group procedures would be divided into theory sessions and laboratory sessions. The theory sessions would be traditional study-skill presentations and would meet one hour per day, one day per week. The laboratory sessions would be two- or three-hour blocks meeting once a week. Suggested procedures for conducting the training-group meetings are listed. By utilizing the input of the theory sessions, the training-group sessions could attack the dilemma of learning, invent solution by group feedback, and generalize the solution with applications to the actual learning situation. References are included.

1074. Kerstiens, Gene. Open Enrollment: Challenge to the College Reading/Skills Program. Paper presented at the National Reading Conference, Atlanta, Ga., December 4-6, 11p. [ED 038 246. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference, Inc., from Marquette University, Milwaukee]

The procedure for determining, by computer-programing, English sections according to test results at El Camino College, California, is described. El Camino College is a large community college in the Los Angeles area, admission to which is based solely on a high school diploma and residence in the district. As a result of entrance test scores on the Purdue Placement Test for English, the candidates above the 56th percentile are placed in regular freshman reading and composition classes, and those above the 78th percentile are placed in advanced sections. Students between the 17th and the 56th percentiles receive instruction in English A, the remedial section. Of primary focus in this program is the group below the 16th percentile. A four-hour, eighteen-week laboratory course is provided which prepares 85 percent of these students for placement in English A. As a result of this program, students scoring in the lowest sixteen percentiles who formerly had a 45 percent probability of failure in English A now have a failure probability of 21 percent. After successful completion of the laboratory course, 30 percent of the low scorers are able to circumvent English A and transfer to the regular class. Tables and references are included.

1075. Kirk, Barbara A. The Relationship of College Reading Programs to Educational Counseling. Paper presented at the National Reading Conference, Los Angeles, Calif., December 5-7, 1968, 8p. [ED 027 172. Document not available from EDRS. Available in National Reading Conference 1968 Yearbook]

The way a student studies is a projection of his total personality. Through the content of his approach to studying, some basic personal traits may be dealt with and altered. The relationship between the reading and study skills specialist and the educational counselor is a cooperative one, with the reading specialist providing knowledge, information, and techniques, while the counselor works with the attitudinal, personal, and emotional material. A potential danger exists when the counselor defaults his responsibility and propels his student into the reading and study skills program, or when the reading specialist goes outside his professional boundaries and assumes the role of a counselor. The necessity of a carefully thought-through, planned, tried, and evaluated relationship between the counselor and the reading specialist is emphasized.

1076. Kling, Martin. Some Relationships between Values and Reading Gains in College Programs. Paper presented at the National Reading Conference, Tampa, Fla.: Nov. 30-Dec. 2, 1967. [ED 017 427. Document not available from EDRS. Available from the National Reading Conference, Inc., Marquette University, Milwaukee]

Two hundred twenty-eight college students enrolled in a developmental reading program participated in a study to explore the relationships between values, reading rate, and the comprehension gains made in developmental reading programs by college students. Students met voluntarily for a total of sixteen hours of instruction. The Nelson-Denny Reading Test, Form A, and the Allport-Vernon-Lindzey Study of Values, Third Edition, were administered as part of the pretest. The Nelson-Denny Reading Test, Form B, was given as part of the posttest. The six basic types of man's values as developed by the Allport-Vernon-Lindzey Scales are the theoretical, the economic, the esthetic, the social, the political, and the religious. The only value scale significant for both men and women is the correlation between rate gained and theoretical. For college men, rate gains and theoretical values were positively correlated, and rate gains and esthetic were negatively correlated. For college women, rate gains and theoretical values were positively correlated, while comprehension gains and economic values, and comprehension gains and political values were negatively correlated. The theoretical, economic, esthetic, and social values were significantly different for both sexes, while the political and religious values did not distinguish between college men and women in this sample. Separate norms for the sexes for reporting values and reading scores are suggested. Statistical data are included.

1077. Kling, Martin. A Summer Reading and Study Skills Program for Socially Disadvantaged College Freshmen. Paper presented at the National Reading Conference, Atlanta, Ga., December 4-6, 1969, 21p. [ED 036 417. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference, Inc., from Marquette University, Milwaukee]

This report deals with a two-week reading and study program developed for socially disadvantaged incoming freshmen at Rutgers University.

Of the group studied, 84 percent were black, and the rest were white males. Of the blacks, 53 percent were female. The organization of the skills acquisition program is described. Also given are informal and formal evaluations of the effectiveness of the program which were based on standardized pretest and posttest assessments as to vocabulary, comprehension, and reading rate. The study concluded that it is apparently possible to develop a workable reading and study skills program for socially disadvantaged freshmen within a relatively short two-week period of twenty-two hours of testing and instruction. Such a program can produce statistically significant results at the 1 percent level of significance on objective measures of vocabulary, comprehension, and speed of reading. A bibliography and a list of 106 paperbacks used in the program are included.

1078. Krupka, John G. A Community College Remedial Program: A Description and Evaluation. April 1969, 58p. [ED 030 420]

This joint project of Northamptom Area Community College and Lehigh University examines the college's general studies program for the student scoring below the 12th percentile on the ACT math or English tests. Depending on his score, he must take the math or English or both; his other hours are in the regular courses. (Others, in special cases, are urged to take the remedial program.) It combines programed self-study, individual instruction, and a programed materials learning lab in English, arithmetic, or algebra. Instructors are available to help the student during his six weekly lab hours. Details of the lab and of the curriculum are given. The college staff judges the program's effectiveness by subsequent course success, pre-post ACT score gain, GPA, dropout vs. retention rate; and achievement in the program. Using these five factors, the writer evaluates the program according to (1) gain in ACT score, (2) teacher success in judging student gain, (3) predictive value of ACT scores, (4) student success one year after the program, (5) GPA after first semester, and (6) opinions on the program's success by all ten staff members involved in it. The conclusions are that (1) percentage of enrollment in the program is low, (2) dropout rate is low, (3) seriously deficient students stay in school three semesters, and (4) they are most likely to drop out. The sixteen opinions collected from the ten staff members and ten recommendations are included.

1079. Lowe, A.J. Educated Adult Reading Programs: What's Needed. Paper presented at the Annual Meeting of the College Reading Association, Boston, March 13-15, 1969, 9p. [ED 031 370]

Five topics for suggested study in an educated-adult reading program are presented in outline form. Rapid reading is seen as a major goal of most participating students, and critical reading, listening, writing, and speaking are noted as important subjects to be covered. Study methods, techniques for reading problems in science and math, and general reading habits are included. Getting students to practice at home is noted as a significant challenge for such a program. Useful materials are listed, and a careful use of tests is advised.

A discussion on what improvements may be expected is recommended.

1080. Lowe, A.J. An Evaluation of a College Reading Program. Tampa, Fla.: University of South Florida, 1970, 2p. [ED 039 109]

A College Reading Improvement Program (CRIP) at the University of South Florida was examined to determine if it was of benefit to the participating students. Sixty-five freshmen took part in the fifteen-week program which used individually planned programs and different methods and materials. Pretesting had shown these 65 students to be significantly inferior to the rest of the freshmen. At the end of the semester course, the students' progress was evaluated, and each CRIP student evaluated the course. Seventy-three percent of the CRIP students felt the program had helped them, and the fact that the CRIP group's grades were not proportionately better or worse than those of the no-CRIP group suggests that most of these significantly inferior readers did benefit from the program.

1081. Lowe, A.J. The Reading Improvement Programs of Florida Institutions of Higher Learning--1966-67. Paper presented at the National Reading Conference, Tampa, Fla., Nov. 30-Dec. 2, 1967, 11p. [ED 015 853]

Questionnaires mailed to 53 institutions of higher learning in the state of Florida to determine the extent and content of Reading Improvement Programs (RIP) offered in the fall of 1966 indicated that as of September 1966, 79 percent, or 37 schools, of the 53 institutions had such a program, while 21 percent or ten schools, did not. Survey results also showed that of the ten no-RIP schools, seven wanted to have such a program. Approximately 50 percent of the 37 RIP schools started their programs in 1962 or later, and the other half started between 1950 and 1961. The English and Guidance departments controlled more of the programs than did the Reading and Education departments. Almost one-half of the RIP schools gave academic credits and charged reasonable fees. The typical program met two or three times a week during the term. About 59 full-time and 41 part-time instructors were enrolled in 35 programs. Approximately 8,357 students were enrolled in 35 programs. Mechanical aids, pacers, controlled readers, films, tachistoscopes, workbooks, and boxed materials were used in most programs by groups or by individuals.

1082. Lowe, A.J. The Rise of College Reading; The Good, the Bad, and the Indifferent: 1915-1970. Paper presented at the Annual Meeting of the College Reading Association, Philadelphia, Pa., March 19-21, 1970, 14p. [ED 040 013]

The history of the College Reading Improvement Program is traced and summarized from 1915 to 1970. The major factors which influenced and shaped the development during five decades are listed. During the period from 1920 to 1929, reading tests, tachistoscopes, workbooks, and eye cameras became readily available. From 1930 to 1939, the advent of mechanical aids influenced program development.

The decade from 1940 to 1949 saw the continued proliferation of programs (258 in 1942) and the conflict of competing ideologies. Commercial interest in adult reading programs and the organization of several professional reading groups characterized the period from 1950 to 1959. Although large amounts of federal aid to reading programs became available from 1960 to 1969, college programs, per se, received a relatively small share. During the 55-year history of the college reading program, a body of relevant literature has evolved. Major sources of information on college reading are cited. A 36-item bibliography is attached.

1083. Lowe, A.J.; Stefurak, D.W. The College Reading Improvement Programs of Georgia, 1969-70. Paper presented at the National Reading Conference, Atlanta, Ga., December 4-6, 1969, 8p. [ED 037 310. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference, Inc., from Marquette University, Milwaukee]

A questionnaire concerning the status of college reading improvement programs was sent to the 58 institutions of higher learning in Georgia in the fall of 1969. Thirty schools responded, representing a 53 percent return. Of the 30 schools replying, 21 (67 percent) had a college reading improvement program, while the remaining nine did not. Of the 21 schools with a reading improvement program, nine were administered by the English Department and seven by the Education Department. In one school the program was administered by a private firm. Almost one-half of the schools with a reading improvement program started their programs in 1966 or later, and conversely the other half had programs started from 1944 to 1966. Nearly one-half of the programs gave academic credit, and nearly one-half charged a fee ranging from materials only to $115.00 for private firm. Most of the programs used some type of mechanical aids, workbooks or boxed materials, and tests. These included a wide range of pacers, tachistoscopes, reading films, workbooks and other materials which are reported by publisher's name. Tables and references are included.

1084. MacDonald, Bernice. "Books for Adults Beginning to Read, Revised 1967." The Booklist and Subscription Books Bulletin (December 1, 1967). [ED 017 434. Document not available from EDRS. Available as reprint from American Library Association, Adult Services Division]

A bibliography suitable for use with adult groups and individuals who are illiterate, functionally illiterate, or whose reading skills are latent or under developed was compiled by the Committee on Reading Improvement for Adults of the American Library Association Adult Services Division. This list represents a completely edited and annotated revision of a list originally distributed in the Wilson Library Bulletin, September 1965. Films, recordings, and programed materials are not included. The books are listed under elementary or intermediate reading levels. Materials cover a range of interests including basic adult education, family life, job

information, personal and community problems, and inspirational and pleasurable reading. Children's books are included when appeal, subject matter, and format seem appropriate for adult use. A minimum of instructional materials, especially workbooks, has been included when the materials have self-study value.

1085. Maxwell, Martha J. Assessing Skimming and Science Skills Improvement. Paper presented at the National Reading Conference, Los Angeles, December 5-7, 1968, 9p. [ED 027 175. Document not available from EDRS. Available in National Reading Conference 1968 Yearbook]

A program for skimming and scanning improvement was developed from college textbook material selected from social sciences, science, and essays, and included a section on scanning bibliographies and indexes. Four types of exercises were written for each selection: skimming for the main idea, scanning for details, scanning for words and phrases, and general comprehension for more intensive reading. Finalized forms of the program were tested on students enrolled in rapid reading classes and on students working in an individualized reading laboratory. The findings indicated (1) that many students could not locate main ideas quickly; (2) that students preferred to scan for details rather than skim for major points; (3) that rapid scanning speeds were associated with higher accuracy; and (4) that students would not skim and scan unless they were frantically pushed for time. The student's set or attitude was also found to be a crucial factor. References are included.

1086. Maxwell, Martha J. Predicting Persistence in a Voluntary College Reading Program. Paper presented at the Annual Meeting of the International Reading Association, Kansas City, Mo., April 30-May 3, 1969, 13p. [ED 032 200]

Results of a number of studies of correlations between achievement in Reading and Study Skills Laboratory (RSSL) work at the University of Maryland and both academic achievement and personality variables are presented. Findings of early studies suggested that better students tended to stay in RSSL programs, while later studies showed the opposite. It is suggested that this change might be due to differences in data collection or to a change in students: poorer students may be becoming more cognizant of their difficulties and are, consequently, more motivated to work in them. Implications are that college reading specialists must consider assumptions about students carefully, gathering data which will assess changes in student characteristics and attitudes frequently enough to make necessary program revisions to meet student needs. References are included.

1087. Pauk, Walter. College Reading Instruction: Past, Present and Future. Paper presented at the Annual Meeting of the Association, Knoxville, Tenn., April 4-6, 1968, 13p. [ED 029 753]

Topics and practices related to college reading instruction are discussed. Reading is seen as a skill which permeates the entire process of study. Speed reading techniques such as increasing eye span, ceasing vocalizations, and reading vertically down the page are criticized as hampering rather than facilitating the comprehension process. The most effective reading process is described as taking in the meaning of each word, from left to right, with a fleeting but direct fixation on each word encountered, gliding over nonessential words, but taking in the meaningful ones. It is suggested that the existing ideas, techniques, and approaches to learning be taken and systematized into some organized form to facilitate independent studying and learning. References are included.

1088. Pellettieri, A.J. Differentiation in College Effective Reading Programs. Paper presented at the National Reading Conference, Atlanta, Ga., December 4-6, 1969, 17p. [ED 037 323. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference, Inc., from Marquette University, Milwaukee]

The varied reading deficiencies of college students of several backgrounds and ability levels are described to illustrate the need for differentiation in effective reading instruction for college students. It is contended that the fact that many good students are slow and poor readers is continually overlooked in reading instruction. Data from five groups who participated in college effective reading programs are presented and discussed. Two groups of entering freshmen who scored above 600 on college board tests were found to have rather consistently high reading comprehension scores on the materials used but great disparity in reading rate. For fifteen former college students (with a B.S., M.S., or no degree), more education did not prove to result in either increased reading rate or flexibility. The scores of five poor readers before and after participation in a college reading class are analyzed. Profiles of two Ph.D.'s and two high school honors seniors who markedly improved both reading rate and efficiency are also presented. Tables are included.

1089. Phillips, George O., Sr. Study Habits and Attitudes of Disadvantaged Students in a College Reading and Study Skills Program. Paper presented at the National Reading Conference, Atlanta, Ga., December 4-6, 1969, 9p. [ED 036 419. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference, Inc., from Marquette University, Milwaukee]

The importance of the nonintellective factors, study habits, and attitudes of the learner was investigated. Tested were the effects of different methods of reading and study skills instruction upon the study habits and attitudes of 102 disadvantaged black college freshmen enrolled in a reading and study skills course at North Carolina Central University. A different method of instruction was randomly assigned to each of the four groups selected. The teacher-

guided, individualized, and audiovisual methods were used in three classes; the fourth was a control group which received no instruction. Results indicated that the study habits and attitudes of the students underwent changes as a result of exposure to the instruction. Comparable students appeared to react more favorably to certain types of instruction, less favorably to others. Generally it appeared that study habit factors were enhanced, while study attitude factors lost ground as a result of the instruction. Other underlying factors appeared to be operating also. Further study was suggested. References and tables are included.

1090. Quealy, Roger J. The Beginning College Reader. Paper presented at the National Reading Conference, Tampa, Fla., December, 1971, 7p. [ED 059 847. HC not available from EDRS. Available from National Reading Conference, Inc., Marquette University, Milwaukee]

Students entering colleges under open-enrollment plans require special kinds of help from instructors of college reading and study skills programs. Such students often have poor scholastic records and only moderate interest in academic pursuits. They need highly individualized attention to the particular problems they experience with reading, and positive reinforcement of capabilities they possess. A Kentucky College program designed to meet the needs of open-enrollment students uses small class groups to insure time for one-to-one instructor/student interaction. A variety of materials are made available for use, and emphasis is placed on planning individual student programs based on need. After four years of operation which included modifications when needed, the program was judged to have been successful in that open-enrollment students were graduating from the college.

1091. Rose, Robert R.; and others. The Evolution of Learning Assistance in a Community College. Paper presented at the Conference on English Education of the National Council of Teachers of English, St. Louis, April 6-8, 1972, 12p. [ED 061 940]

This paper describes the three phases in the evolution of the Mount Royal College (Canada) Learning Assistance Program, beginning with the clinical approach (1969), moving to a credited class structure (1970), and finally to the present noncredit workshop approach (1971). The Learning Assistance Program was established to help students needing assistance in basic skill areas such as reading, writing, listening, and mathematics. The workshop approach has had the highest student retention rate of any of the alternatives tried. Students entering the program are given diagnostic tests to determine their learning difficulty, then given the choice of three alternative learning styles: individual, independent, and group. Programed learning packages are being developed, and an intern program utilizing students from a nearby university has increased the staff available to help students in the program.

1092. Sacks, George A.; Sacks, Florence. Reading Comprehension as a Factor in Communication with Engineers. Paper presented at the

Annual Meeting of the International Reading Association. Boston, April 24-27, 1968, 22p. [ED 025 383]

A study of the reading rate and comprehension of ten aerospace engineers and analysis of the readability of sample company communications were undertaken. The Nelson-Denny Reading Test comprehension scores for the engineers, when compared with scores of a norm group provided by the Nelson-Denny test manual, were nearly the same in mean and standard deviation as those for college seniors. The engineers understood about two-thirds of what they read. No significant difference was found between the reading rates of the two groups. However, the mean of the test group vocabulary scores was significantly higher than the norm group mean. The Flesch Readability Formula revealed that all of the documents analyzed had a lower reading ease score (were more difficult) than the Nelson-Denny Reading Test. It was concluded (1) that important information must be repeated; (2) that all engineers should receive instruction in report writing; and (3) that reading efficiency in engineers could be greatly increased by instituting reading improvement programs. Tables and references are included.

1093. Spencer, Gary D. A Reading Program for Open Enrollment. Paper presented at the National Reading Conference, St. Petersburg, Fla., December 3-5, 1970, 7p. [ED 048 998]

A program designed to provide instruction in fundamental English, mathematics, science, and reading skills to two hundred students entering college under a federally supported open-enrollment plan is described. The program began as a six-week summer program aimed at diagnosing needs of students and offering them assistance with reading and study skills related to the courses they would take in the fall. During the fall and spring semesters, courses were offered in general reading, writing, and reading in social science, science, and humanities. In the spring semester students in regular programs were also admitted to the open-enrollment classes. First-year evaluation indicated some gains in reading and writing skills and determined (1) that strict control of attendance was a factor in success, (2) that further study was necessary to continue first year gains, and (3) that counseling of students was advantageous. Several possibilities for additions to the program were listed.

1094. Stewart, Elneita Wallace. Reading Improvement for College Students. Paper presented at the National Reading Conference, Atlanta, Ga., December 4-6, 1969, 10p. [ED 037 315. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference, Inc., from Marquette University, Milwaukee]

The reading improvement program at Texas Southern University employed newspapers, magazines, books, seminars, exhibits, plays, and interdisciplinary reading material, to service freshman students and upperclassmen with reading deficiencies. Newspapers were used to inform, to appeal to immediate interests, to develop skimming

ability, to increase vocabulary, to improve various critical reading skills, to strengthen self-concepts, and to develop comprehension of nonverbal materials. Magazines were used to make the students aware of the scope of material available, including reading based on research. Figurative language was also presented through magazines. Interpretation, judgment, and literary appreciation were developed in book talks, which were sometimes given over closed-circuit television. Vocabulary was broadened through both magazines and books. Seminars taught such study skills as examination and note taking techniques. Exhibits presented the use of information and of research sources. Training in the oral reading of plays over closed-circuit television promoted language growth in several ways, and professors in various departments were encouraged to specify reading material and skills needed by students in various disciplines. References are included.

1095. Summary of Project STRIVE. The first in a series in the Corporation for Public Broadcasting's Adult Learning Program Service, 1972, 15p. [ED 065 755. Also available from Director, Educational Projects, Corporation for Public Broadcasting, 1345 Avenue of the Americas, New York, N.Y. 10019]

The Adult Learning Program Service (ALPS) is proposed by the Corporation for Public Broadcasting. It is an effort to involve public television in providing needed educational services to adults who have never completed high school but who have at least a sixth grade reading level capability. STRIVE is the first in a series of projects. Its objectives are (1) to improve adults' skills for solving practical problems of living; (2) to improve adults' abilities to achieve their own goals; (3) to improve their reading effectiveness; (4) to deepen their understanding of mathematics; and (5) to attract them to continuing learning. Included are statistical data drawn from the U.S. Census and from the Bureau of Labor Statistics. A partial list of general characteristics of STRIVE potential audiences and the programs' aims and formats are presented.

1096. Sweiger, Jill D. Designs and Organizational Structure of Junior and Community College Reading Across the Nation. Paper presented at the National Reading Conference, Tampa, Fla., December, 1971, 31p. [ED 056 845. HC not available from EDRS. Available from National Reading Conference, Inc., Marquette University, Milwaukee]

A 34-item questionnaire was sent to 823 junior and community colleges across the nation to collect information about their reading programs. Of the 378 responses, 288 were used in this study. The survey revealed a high degree of similarity within the reading courses at these colleges as illustrated in the following. (1) Students are admitted through three main criteria: referral, student selection, and results of entrance exams. (2) Most of the faculty members hold graduate degrees in English or are reading specialists, and 99 percent of them accept some diagnostic testing responsibilities. (3) Standardized Reading tests are given to

entering students and at the end of the course; the most frequently used test is the Nelson-Denny Reading Test. (4) Fifty percent of the schools reported maximum class size to be twenty to twenty-five students, and the total instructional hours range from two to five hours per week. (5) The course content is primarily the basic reading skills; sometimes speed reading and study skills are also included. Major differences between the school reading programs are primarily related to the mechanics of organization of the courses such as credits offered, hours of instruction, number of courses, reading ability of students, grading system, and affiliation of the course with other divisions of the school. Tables, references, and appendixes are included.

1097. Taschow, Horst Gerard. A Comparative Study of a Corrective Reading Program and Its Effects on Two Freshman Reading Groups at Central Oregon Community College. Ph.D. Dissertation, Oregon State University, Corvallis, June 1968, 147p. [ED 023 395. Document not available from EDRS. Available from University Microfilms]

This study compared intensive and less intensive corrective reading instruction at the community college level. Group I students received fifty periods on instruction in ten weeks; group II received theirs in twenty weeks. At the end of instruction, ten additional weeks were given to see if the skills were maintained. The hypothesis that there would be no differences in the total reading performance between the two groups was tested in 70 students, 35 in each group. The findings were that (1) mean differences and the associated I values showed no significant difference at the .05 level of confidence; (2) time, the single differentiating factor in the instruction, did not have a significant influence, although group II did perform better on the delayed posttest; (3) the instruction made a difference at the .001 level of confidence in reading performance between prettests and immediate and delayed posttests for both groups; and (4) between immediate and delayed posttest scores, group I showed a significant difference at the .01 level in total reading and at the .05 level in vocabulary; group II, at the .001 level in vocabulary and total reading and at the .01 level in comprehension. Reading improvement apparently results from teacher and student effort, rather than from the degree of intensity of instruction. It is concluded, therefore, that since there is little difference in the results for the two groups, the intensive instruction is preferable, for it enables more students to take the corrective reading courses.

1098. Taschow, Horst G. A Junior College Reading Program in Action. 1969, 9p. [ED 032 049]

As the junior college accepts students whose ability ranges from grade seven to twelve, its reading program must be geared accordingly. The college reading center is for students who want to comprehend more in less time, quickly improve study habits, increase vocabulary, or improve their spelling. The program is valid insofar as it meets these needs. Reading Comprehension, the most frequent

lack, is only part of the complex reading act. The instructor, after finding each student's reading level, can arrange flexible groupings, ranging from whole-class discussion to individual instruction. Starting each student at his own level allows him initial success and builds his self-esteem. He must learn to set himself a goal for each assignment and to become a flexible reader by adjusting his speed to the complexity of his material (e.g., a novel compared with a math paper). He will soon realize that his reading rate (and comprehension) depends on a combination of his basic skill, background, experience, intelligence, and the material's purpose and organization. The writer suggests a method of systematic vocabulary improvement. He also describes a directed reading lesson which leads through recognition of purpose, arousal of interest, and silent reading for comprehension to oral questioning and re-reading. This lesson should be applied to similar situations for transfer and reinforcement. The student must be encouraged to read independently for study of pleasure, as well as in the reading room.

1099. Taschow, Horst G. Junior College Reading Programs, Highlights of the 1967 Pre-Convention Institutes. Newark, Del.: International Reading Association, 1968, 33p. [ED 027 160. Document not available from EDRS. Available from the International Reading Association ($1.75 nonmember, $1.50 member)]

Important considerations in planning a junior college reading program are presented. The need for a flexible reading program to meet the varied reading abilities of junior college students is emphasized, and the selection of an experienced, well-prepared reading instructor is seen as being vital to a sound program. Extensive study in the psychology of reading, diagnosis and remediation, counseling, testing, and evaluation; practical experience teaching reading; and knowledge of reading research are listed as basic requirements for a junior college reading instructor. An abundance of materials designed to meet individual needs is also a basic necessity. Critical reading and teaching strategies are outlined and discussed. Flexible reading skills, vocabulary improvement, and directed reading lessons are seen as contributing to reading comprehension. References are included.

1100. Tremonti, Joseph B. Improving the Junior College Reading Programs. Paper presented at the National Reading Conference, Los Angeles, December 5-7, 1968, 13p. [ED 028 046. Document not available from EDRS. Available in National Reading Conference 1968 Yearbook]

The administrator's role in establishing a sound junior college reading program is discussed. He is warned against the unthoughtful adoption of reading innovations, the hiring of unqualified teachers, and an inadequate supply of reading materials. Effective inservice training programs, a concerned reading committee, and adequate library facilities are recommended. Administrative enthusiasm for the reading program, close communication between the administration and teachers, and opportunities for professional

growth are also emphasized. Administrators are urged to become acquainted with the methods of teaching reading and the various types of reading programs, materials, and techniques available; to provide consultant services and secretarial help for teachers; to supply the necessary reading materials and equipment; and to arrange for adequate teaching space and time. Effective administrative leadership is seen as resulting in a constant and enriched reading and learning atmosphere for junior college students.

1101. Wortham, Mary Harper. Reading: Emerging Issues in the Two-Year Colleges. Condensation of speech presented at the annual convention of the National Council of Teachers of English, Honolulu, November 1967, 18p. [ED 027 343]

The chaotic condition of college remedial reading courses is criticized in this speech, with major emphasis placed on the inadequacy of the "English-teacher-turned-reading-teacher" in coping with the drastic ability and attitudinal problems of the remedial reading student. An outline of six issues confronting colleges and junior colleges pinpoints deficiencies in existing programs. Suggestions for improvement stress (1) the need for teachers trained in reading theory and teaching methodology, and (2) systematic programing which is tailored to individual strengths and weaknesses.

Library Programs

1102. Bundy, Mary Lee. Metropolitan Public Library Users, A Report of a Survey of Adult Library Use in the Maryland Baltimore-Washington Metropolitan Area. College Park, Md.: University of Maryland, School of Library and Information Services, 1968, 130p. [ED 028 788. Document not available from EDRS. Available from Student Supply Store, University of Maryland]

This survey of the users of 100 library units in the eight library systems in metropolitan Maryland is based on a brief questionnaire given to every fifth adult user who entered any of these libraries during six days over the period of March 28, 1966, to May 7, 1966. The research effort was directed toward discovering which elements of the community are reached, the means by which patrons get to libraries, purposes for library use, subject interests, and the nature of the library encounter. This report includes (1) a discussion of the survey scope and method; (2) a review of the literature on public library use studies; (3) background information on the counties and their libraries; (4) an examination of change in these library systems; (5) a profile of library users; (6) an analysis of factors influencing library use including differences in library systems, patron occupations, and library size; (7) an examination of user attitudes; (8) data on inter-library use; and (9) a consideration of the broad implications of the study findings, based on the observation that public libraries are still tied to

traditional commitments and to traditional clienteles. Appended is the survey questionnaire, a bibliography listing 26 sources of information about Maryland, and an annotated bibliography of 42 public library user studies.

1103. Lee, Robert Ellis. Continuing Education for Adults through the American Public Library, 1833-1964. Chicago, Ill.: American Library Association, 1966. [ED 014 667. Document not available from EDRS. Available from ALA]

The principal educational goals of American Public libraries between 1833 and 1964 were civic enlightenment and personal development, accompanied at various periods by moral betterment, vocational improvement, or currently, community development. The majority of public libraries provide not only materials, but also personal assistance, stimulation of fuller use of resources, and service to groups. They originally held education of adults as their central aim, but during the late 1800's and early 1900's the objectives of recreation and reference largely took precedence over education. Such services as branch libraries, traveling libraries, and book-lists were begun. During the 1920's and the Depression, attempts were made, mainly through the American Library Association, to revitalize the educational purpose. The period 1941-56 was distinguished by the public library inquiry of 1947 and several Ford Foundation projects and surveys. Wider cooperation, federal assistance, adequate service to students, and improved access to libraries were important concerns during 1957-64. Suggestions on research and educational outreach are made. Selected readings on adult services, and extensive references are included.

1104. Lyman, Helen H. Library Materials in Service to the Adult New Reader. Phase I, The Planning Year. Final Report. Madison, Wis.: University of Wisconsin; Library School, 1968, 37p. [ED 024 436]

This report sponsored by the U.S. Office of Education describes the background, objectives, and accomplishments of the first year of a projected four-year study to develop meaningful criteria for evaluation of materials which the adult new reader could employ successfully in meeting the specific needs of his life situation. Literacy programs have been weakest in bridging the gap between minimal literacy skills and the reading habit, and one of the major obstacles is finding appropriate materials related to the new reader's needs. Because of uncertainty about what is needed, publishers have been slow to produce materials, and teachers and librarians experience difficulty in selection. Accomplishments of the planning year include (1) the development of the research design, (2) determination of procedures to be used for collecting information about the reader and the materials, (3) establishment of tentative criteria for evaluation of materials, (4) initiation of the identification and assembling of reading materials, (5) an intensive review of studies by reading specialists, social scientists and adult educators, and (6) contacts and tentative agreements for cooperation made with thirteen public libraries.

Appendixes include a list of sources of materials for the adult new reader and a bibliography of 163 items.

1105. Parker, Edwin B.; and others. Patterns of Adult Information Seeking. Stanford, Calif.: Stanford University, Institute for Community Research, 1966, 275p. [ED 010 294]

Instrumental information-seeking behavior among adults was studied to determine "what kinds of people seek what kinds of information through what channels." Interviews were conducted with 1,869 adults who were asked about (1) their use of adult education, mass media, and interpersonal information sources, and (2) their methods of obtaining information in specific topic areas--business-financial, health, welfare, education, religion, national and international affairs, local public affairs, occupations, homemaking, and leisure activities. Responses were tabulated by age, sex, education, occupation, income, and length of community residence. The findings indicated the ways the information source used varies with educational background, occupation, and kind of data sought.

Institutionalized Persons

1106. Bland, David Horton. A Study of the Achievement Levels in Reading and Computation of Incarcerated Adult Males in the North Carolina Prison System. Masters Thesis, North Carolina State University, Raleigh, 1968, 72p. [ED 019 613. Document not available from EDRS. Available from N.C. State University]

This study investigated the levels of achievement in both reading and computation as they were associated with selected independent variables--age, offense, and grade completion in school. Inmates were selected from all classes of age, type of custody, and type of offense. Group I included 597 subjects who had not reached fourth grade. Group II included 1,219 subjects who reached fourth but not eighth grade. Data were collected by means of a forty-item questionnaire and a series of achievement tests. No significant relationship was shown between level of achievement in reading and offense, for either group. Misdemeanants did not have consistently lower levels of achievement in reading than did felons. For group II there was a high degree of significance between age and achievement in reading. Achievement in reading increased with age. In both felon and misdemeanant classifications, data failed to support the assumption that numerical ability was higher than verbal ability. Significant relationship between grade completion and level of achievement in reading and computation was shown. Appendixes include questionnaire, project instructions, and a bibliography.

1107. Drane, Richard Stephen. The Effects of Participation Training on Adult Literacy Education in a Mental Hospital. Ph.D. Dissertation, Indiana University, Bloomington, 1967, 123p. [ED 023 941. Document not available from EDRS. Available from University Microfilms (Order No. 67-15, 084)]

This study was made to determine whether or not participation training followed by literacy education would be more effective than literacy education alone. Subjects were 30 patients at Central State Hospital, Indianapolis, institutionalized for over a month, 15-65 years old, with an IQ of above 70, a reading level below the sixth grade, and a probability of staying in the hospital for the fourteen-week study. The Nelson Reading Test was administered four times. In comparing group mean scores on improvement at six weeks, ten weeks, and fourteen weeks after the study, no differences were found at the .05 level of significance using Fisher's "T" Test. However, there was a slight improvement in the training group over the literacy group for the three tests. When participation training replaced literacy instruction for fourteen weeks there was at least as much improvement. The relationship of participation training to good mental health practices would justify continued research in these areas, where the relationships formed in and through learning experiences can implement learning. Recommendations for future research include adjusting time allotments, changes in setting and tests, and the use of a control group.

Methods and Materials

1108. Adams, Effie Kay. Tutoring--An Aspect of Clinical Procedures in a College Reading Laboratory. Yearbook of the National Reading Conference, 1967. [ED 016 572. Document not available from EDRS. Available from National Reading Conference]

Specialized instruction provided for individual students or small groups of students in order to improve academic progress and personal adjustment to classroom work is discussed. Tutoring is considered the heart of the remedial and clinical reading program in a college reading laboratory. Data from questionnaires sent to 40 college reading clinics are summarized in terms of the percentage of disabled readers, treatment, and clinic personnel. The cost of services, diagnostic techniques, and basic plans for remedial training are presented in the interest of assisting potential dropouts and stimulating gifted students. References are included.

1109. Ahrens, Patricia. Experiments with an ESOL Reading Laboratory. Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 28, 1972, 14p. [ED 062 848]

The reading laboratory has been developed to supplement intensive reading work for adult foreign students developing English-as-a-second-language skills at the American Language Institute. The laboratory is designed to suggest to students that there is a variety of reading strategies related to the tasks, to offer the individual student an opportunity to practice these tasks and strategies at the level and pace best suited to his own reading ability, and to build reading confidence. Emphasis is placed on reading for information. No undue pressure is put on the student

to increase his reading rate as an end in itself. A presentation introducing a new strategy in the laboratory lasts about thirty minutes and is followed by exercises. Finding suitable materials poses the biggest problem; materials must be self-correctional so that students may proceed at their own pace.

1110. Alexander, J. Estill. Vocabulary Improvement Methods--College Level. Knoxville, Tenn.: University of Tennessee, 1970, 7p. [ED 039 095]

A comparison was made of the effectiveness of two direct methods of vocabulary instruction with college freshmen in compulsory remedial reading classes. The two methods tested were a programed approach, "EDL word clues," and a more conventional approach, using the dictionary with lessons patterned after the format used by H.C. Hardwick in "Words are Important." During the ten-week study, two teachers, each teaching both methods, provided similar amounts of vocabulary instruction to both the experimental (N=44) and control (N=46) groups. Results showed no significant differences between the two methods in promoting vocabulary growth among the students with above-average, average, or below-average abstract intelligence. It was suggested that a teacher might wish to consider factors such as student interest and class morale in deciding which method to use. Tables and references are included.

1111. Beringause, Arthur F. Reading Improvement for College Students. The CEA Critic, 28 (November, 1965); 5p. [ED 032 343]

Precollege remedial courses in reading and writing at Bronx Community College are described. Teachers with experience in high school remedial reading and composition and college composition taught a combined remedial reading-composition course, and a control remedial composition course, so that reading improvement could be tested for both classes. A placement examination was used to select students. Typical student weaknesses are described, and evaluation of the experimental program is included. An appendix reports on textbooks and curriculum for the experimental class.

1112. Brunner, Edmund D.; and others. Methods and Techniques in Adult Education. Chapter 9 in An Overview of Adult Education Research, 1959, 21p. [ED 022 078. Document not available from EDRS. Available from Adult Education Association of the U.S.A.]

To teach adults successfully, methods and techniques adapted to their needs must be used. Research in adult education has concentrated on the efficiency of techniques in facilitating learning, and has been most significant in the areas of readability and audiovisual aids. Research on readability has shown that heavy, involved style makes for difficulty in reading, which difficulty, however, can be overcome by interest and strong motivation. Research on graphic and pictorial techniques was undertaken in the 1920's, and has received new impetus because of studies made for the military. Films have been found effective, particularly when

used with other teaching techniques. Studies of various radio broadcasting techniques, such as lectures, dramatizations, and dialogues have been made, and also studies of learning and retention of material presented on television. The use of audiovisual aids has been shown to have distinct advantages over use of traditional educational techniques. Further research in this area will probably be most useful, if it follows traditions of participation studies and comparative methods studies.

1113. Cooper, David. Literacy is not Enough. Portland, Ore.: Portland Public Schools, 1962, 25p. [ED 001 490]

Learning the basic skills of reading and writing is not sufficient for a high school education. All students should comprehend, and react critically to, the ideas and problems about which they read. Students who were considered mature readers could distinguish fact from opinion, distinguish between connotative and denotative language, and draw inferences from and judge the validity of the ideas presented. The best sources of material to develop critical reading skills were judged to be newspaper and magazine articles which reflect the role of language in forming opinion, creating misunderstandings, and accentuating differences. The first step in teaching critical reading skills starts with word meanings. To develop such skills, students may each describe the same photograph and discuss how their descriptions differ from one another. The second step connects language and reality, reacting to words as symbols for things and ideas. The third step distinguishes between referential and nonreferential, and descriptive and emotive language. A suggested activity was to indicate whether certain words had favorable or unfavorable connotations. The fourth step was to recognize the writer's and the reader's purposes. An activity that could develop this skill would be to find examples of material written in different language styles for different audiences, but with essentially the same purpose. The fifth step was to distinguish among facts, judgment, inferences, and normative statements. For example, a copy of a political speech could be tallied for the number of judgments and observations it contains. The sixth step, the use of metaphors, could be emphasized by writing out the images evoked by metaphors and comparing individual responses. The seventh step, critical reading, was the comprehension of what was read in order to draw conclusions.

1114. Ewing, June. Improving Reading Instruction for Junior College Students: Some Recommendations. Paper presented at the Annual Meeting of the International Reading Association, Anaheim, Calif., May 6-9, 1970, 11p. [ED 045 324]

Recommendations are discussed as a guide for the establishment and improvement of reading programs at the junior college level. These recommendations are (1) to determine program objectives, (2) to evaluate periodically the degree of attainment of the objectives, (3) to know what is needed for a program, (4) to become thoroughly familiar with materials available for use and know how to use them

effectively to accomplish the objectives, (5) to know how and when to use equipment in an instructional program (such as the wireless multi-channel reading system, the Craig reader, the shadowscope pacer, and the language master), and (6) to involve the entire college faculty in the reading improvement program. Materials available for use in improving reading instruction are listed, and references are included.

1115. Ford, David; Otto, Wayne. Materials for Teaching Adults to Read. Madison, Wis.: University of Wisconsin, Research and Development Center for Learning and Re-Education, 1966, 49p. [ED 015 108]

An extensive survey and review of the materials available for teaching illiterate adults to read was conducted by questioning publishers about the literature they published for the adult basic literacy market. Based on the publishers' replies, the following six annotated lists of adult reading materials were compiled and are presented--basic reading programs for adults, supplementary skill builders, supplementary easy reading materials, U.S. Government Printing Office publications, materials for teaching reading to foreign born adults, and a selected list of publications useful to literacy instructors. A checklist accompanies each program to aid in its evaluation. Publishers' addresses are given. References are included.

1116. Ford, Nick Aaron; Turpin, Waters E. Improving the Reading and Writing Skills of Culturally Disadvantaged College Freshmen. Final Report. Baltimore, Md.: Morgan State College, 1967, 66p. [ED 019 367]

An experiment sought to determine whether specifically selected reading materials and specially devised instructional methodology would motivate culturally disadvantaged college freshmen at a predominately black college to improve their reading and writing skills, and whether the experimental students would subsequently achieve at a higher level in other academic subjects. Two sections of Freshman English were taught by specially trained instructors, while a control group was taught by regular teachers. Experimental and control groups were matched on the basis of entering reading and English test scores. Experimental students were instructed with reading materials which pertained to their experiences to encourage them to express their reactions in standard English. The students' test scores at the end of the program generally confirmed the effectiveness of the experimental methods. It was also found that standardized tests do not reveal accurately the intellectual potential of these students and that the relation of reading improvement to higher achievement in other academic areas requires further study. Appended are a bibliography of materials related to the experimental course, a manual for instructors, and an evaluation questionnaire for students.

1117. Gray, William S. The Teaching of Reading and Writing: An International Survey. Monographs on Fundamental Education, No. 10.

Paris: United Nations Educational, Scientific and Cultural Organization, 1969, 325p. [ED 049 245. Document not available from EDRS. Available from Unipub, Inc., P.O. Box 433, New York, N.Y.]

This book represents an attempt to review prevailing practices of combatting world illiteracy, to evaluate the efficacy of methods being employed, to sum up in a form convenient to educators and administrators the results of research and experience which have made significant contributions to the subject, and to make recommendations and isolate problems needing further study. Subjects covered are (1) the role of reading and writing in fundamental education, (2) the influence of type of language on literacy training, (3) the nature of the reading process in various languages, (4) reading attitudes and skills essential to functional literacy, (5) methods of teaching reading, (6) findings of research that help in the choice of methods, (7) nature and organization fo reading programs for children, (8) teaching adults to read, (9) basic principles underlying the teaching of handwriting, (10) teaching handwriting to children, (11) teaching handwriting to adults, (12) action required to attain the goal of world literacy, and (13) developments in reading and literacy education, 1956-1967.

1118. Hartig, Hugo; and others. Reading Improvement--A Journal for the Improvement of Reading Teaching at the Advanced Level, Vol. 5, No. 1 (Spring, 1968). [ED 019 184. Document not available from EDRS. Available from Wisconsin State University, Oshkosh]

This journal published three times a year for the improvement of reading instruction at the high school and college levels contains original articles, reviews of articles, and an editorial section of brief statements of ideas and problems relevant to reading and language arts instruction. The Spring, 1968 issue presents a discussion of the ways teachers can help students increase their reading proficiency to enable them to use reading as a tool of learning and as a vehicle for enjoyment. A second article focuses on the significance of an adequate science vocabulary for more effective interpretation, comprehension, and faster reading of science-oriented articles. Short editorials concerning reading in the content areas, and the combined use of the keystone tachistoscope and a controlled reader, are included.

1119. Hawkes, John. An Experiment in Teaching Writing to College Freshmen (Voice Project). Stanford, Calif.: Stanford University, 1967, 353p. [ED 018 442]

This experiment with 100 student volunteers was conducted within the regular freshman English program at Stanford University by a group of teachers who were themselves writers, and by an equal number of graduate students. The aims of the experiment were (1) to teach writing, not through rhetorical techniques, but through helping the student discover and develop his own writing "voice" and a personal or identifiable prose, whether the writing be creative or expository, (2) to involve in such teaching novelists,

poets, playwrights, essayists, and persons in diverse academic disciplines, (3) to work at various age levels, through involving both students and faculty in experiments in elementary and secondary schools, (4) to work with students from various social and economic backgrounds, and (5) to involve other institutions of higher education through visits, exchanges, seminars, and demonstrations. The materials in this report document what went on in the classroom, how the students taught in local schools, how students were encouraged to write and revise their work--especially through the use of the tape recorders--and the kind of teaching that a group of students undertook in a special summer program for entering black students at the College of San Mateo. Four papers written at the Tufts Seminar to indicate new experiments in undergraduate instruction (1965) are included. Also included are four appendixes containing lists of consultants and voice project participants as well as reports on the voice project at Stanford and in the local schools.

1120. Herr, Selma E. Effective Reading for Adults. Second Edition. Dubuque, Iowa: William C. Brown, Co., 1966, 234p. [ED 022 119. Not available from EDRS. Available from publisher]

After a consideration of the causes of ineffective reading, this publication presents organized lessons (including fifty reading selections) for improving adult reading skills, and specific suggestions for securing the main idea, developing word power, developing such skills as skimming, following directions, visualizations, and perceptual ideas, and improving the visual and physical aspects of reading. A final reading test, progress record forms, and keys for exercises are included.

1121. Johnson, Joseph C. An Experiment in Adult Reading Improvement. Yearbook of the National Reading Conference, 1957. [ED 017 429. Document not available from EDRS. Available from National Reading Conference]

The efficiency of machine versus nonmachine instruction in reading improvement programs for adults was appraised. Pretests and posttests were used to measure rate, vocabulary, and comprehension for sixty randomly selected adults enrolled in four classes. Subjects followed individualized procedure with prescribed materials, prepared home assignments, and attended lectures. Special machine-aided training for the experimental group was the single variable. Results indicated no significant differences among the classes for any area of investigation. References are listed.

1122. Jones, Dan H. An Experimental Study of Three Methods of Training Industrial Executives in Reading Improvement. Ph.D. Thesis, Michigan State University, East Lansing, 1956, 102p. [ED 016 917. Document not available from EDRS. Available from University Microfilms]

To compare three methods of training for reading improvement, 56 executives of one corporation were divided into four groups, equated according to reading rate, reading comprehension, reading index, mental alertness scores, age, and vocabulary. Group A was trained with the aid of all available commercial equipment including the Harvard films, the group tachistoscope, the reading accelerator, and individual tachistoscope trainer. Group B used group type commercial equipment only. Group C was trained with no commercial equipment. Group D received no training and served as the control group. The groups were tested, equated, and then trained two hours each week for eight weeks. They were tested immediately after training and again eight months later. Significant improvement was found in all training groups in reading rate, comprehension, and index, with benefits retained over the eight-month period. There were no significant differences between training groups either immediately after training or eight months later. There were, however, significant differences between each training group and the control group.

1123. Mahler, T.W.; Miller, H. Max. An Evaluation of Communication Media used in the Adult Liberal Studies Program. Athens, Ga.: University of Georgia, 1967, 126p. [ED 015 416]

As part of an adult liberal studies program (basic issues of man), an evaluation was made to determine the effectiveness of combinations of televisions, films, written materials, and group discussion in educational situations involving exposure to the media alone or in groups, the aim of the program being to bring about attitudinal changes. The study of the experimental groups was conducted in actual field conditions in communities throughout Georgia. Control groups, who had complete absence of exposure to the information resources, were recruited from conference members at the Georgia Center for Continuing Education. Age, residence, sex, marital status, education, occupation, and income were control variables. There was little evidence to support the existence of relationship between exposure to content materials of the program and attitudinal change. For two of the five attitudinal orientations, there was some evidence to suggest relationship between the type of treatment and attitudinal change. When control variables were introduced, the relationship was clarified only slightly, and significant changes that would suggest s relationship were not evidenced. Possible implications for theory and methodology in research and for program planning were noted. The document includes tables, appendixes, and references.

1124. McColl, Diana Roberta Duncan. A Comparison of Academic Advancement in Reading as a Result of Individual and Group Instruction with Job Corps Women. Ed.D. Thesis, University of Oregon, Eugene, 1969, 88p. [ED 041 208. Document not available from EDRS. Available from University Microfilms (Order No. 70-2526)]

The purpose of the study was to examine reading gains of job corps students receiving instruction individually or in small groups, and

to compare the differential effects of these gains on social and personal adjustment of the students. Thirty girls were randomly assigned to each of two experimental groups; individual instruction and small groups. A third group of 25 girls attended regular remedial reading classes. The girls were tested before and after 45 minute periods of reading instruction, using the Stanford Achievement Test and the California Test of Personality. A comparison of mean pretest and posttest scores showed that there were no significant differences in reading gains or in personal and social adjustment for all groups. The examination of relationship between the gains in reading and gains in personal and social adjustment were varied.

1125. Pedrini, Bonnie C.; Pedrini, D.T. Bibliography for the Prediction of College Grades from Reading Scores. 1972, 8p. [ED 068 028]

This bibliography on the prediction of college grades from reading scores includes books, government documents, journals and periodicals from the late 1920's to the early 1970's. Most of the materials are directly related to the problems of reading ability and academic performance. However, some books in statistics and design are also cited.

1126. Schneider, Virginia Lee. A Study of the Effectiveness of Emphasizing the Teaching of Reading Skills to Improve Composition Skills in Remedial English Classes at Kansas City Kansas Community Junior College. Ph.D. Dissertation, University of Kansas, 1970, 112p. [ED 057 054. Document not available from EDRS. Available from University Microfilms (Order No. 71-13, 359)]

To find an improved method of teaching remedial English classes, a study was made to determine whether (1) emphasis on reading skills leads to improved writing, (2) reading can be improved in an English class, and (3) reading skills can be taught by teachers with little or no training. Six sections of remedial freshman English were used. Three sections were the control group, in which the conventional method of teaching was used. Three sections constituted the experimental group, in which developmental reading was taught in addition to the conventional method. An expository essay written at the beginning and at the end of the semester and tests of academic progress in "composition" and in "reading" constituted the instruments for a pretest-posttest design. Results include the following: (1) in the experimental group, there were gains in all test score areas, but not statistically significant ones in reading skills; (2) there was significant loss in the reading scores of one control section; (3) there was no statistically significant difference between the conventional method of teaching and the method in which developmental reading skills were taught as far as results in composition were concerned. It is concluded that emphasis on reading skills can lead to improved writing, and that there is no statistically significant difference between the conventional and the developmental methods in the teaching of composition skills.

1127. Schnell, Thomas R. Teaching Educationally Disadvantaged Adults to Read. Paper presented at the International Reading Association, Denver, May 1-4, 1973, 10p. [ED 074 453]

This study compares the effectiveness of two approaches to teaching survival reading skills to fifty semi-literate adults. One group was given reading instruction from high interest-low vocabulary reading materials at appropriate levels of difficulty according to their results on the Gray Oral Reading Test, Form A. The second group was given reading instruction in materials selected because of their frequency of use in daily activities, such as newspapers, magazines, forms for welfare payments, driver's licenses, appliance warranties, and job applications with no attention given to the readability level of any of the materials. Following four months of small group tutoring three times a week, both groups were retested with Form B of the Gray Oral and were administered a questionnaire to assess their feelings about the program and how much they felt it helped them. The second group made significant gains on the posttest and also had more positive feelings about the program. Findings indicated that increases in performance were more closely related to motivation than to instructional materials.

1128. Smith, Edwin H.; Smith, Marie P. Teaching Reading to Adults. Washington, D.C.: National Association for Public School Adult Education, 1962, 71p. [ED 024 912. HC not available from EDRS. Available from National Association for Public School Adult Education, NEA]

This manual describes a comprehensive reading program for adults, and provides specific, practical help for teachers. Four stages in adult reading ability are identified: introductory, elementary, intermediate, and developmental--with various levels of each stage. Included are suggestions for procedures to determine reading levels of individual adults, teaching methods, and instructional materials (teaching machines, reading tests, and vocabulary exercises). Appendixes provide the addresses of publishers, film companies, suppliers of special reading devices, and a bibliography of books for reading teachers.

1129. Smith, Elmer L. Use of the Cloze Procedure in Improving Comprehension of Junior College Readers. Paper presented at the National Reading Conference, Atlanta, Ga., December 4-6, 1969, 9p. [ED 039 091. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference, Inc.]

Uses of the cloze procedure both for diagnosis and for practice exercises for improving reading comprehension in a junior college reading program are described. Every tenth concept word--nouns, verbs, adjectives, and adverbs--was omitted from expository prose selections of about 350 words each, and the reader was asked to write the missing word in the blank provided. Following completion of the writing, the teacher and students reviewed the responses orally. An additional procedure was added in which the students

looked over the cloze exercise before doing it and noted unfamiliar words. Use of the cloze procedure was found to be particularly effective for (1) demonstrating the process of comprehension--how words combine with words into wider units of meaning, (2) demonstrating the part grammatical knowledge plays in comprehension, (3) pointing out to students their own deficiencies in the comprehension process, and (4) promoting discussion about particular reading selections and about the process of reasoning which is reading comprehension. References are included.

1130. Uncommonly Good Materials for Remedial Reading of Particular Interest to Adolescent and Adult Males. Claremont, Calif.: Phi Delta Kappa, 1965, 18p. [ED 017 399]

An annotated list of materials particularly suited to teaching reading to adolescent and adult males is presented. The materials cited should stimulate and challenge readers whose achievement levels range from grades one to six. A list of publishers who are printing materials of this type is included.

1131. Wark, David M. Application of Operant Conditioning in a College Reading Center. Paper presented at the National Reading Conference, St. Petersburg, Fla., December 1, 1966, 21p. [ED 012 214]

The uses of operant conditioning techniques in a college reading and study skills center are discussed in relation to research findings. Operant techniques were useful in gathering data on student behavior, as well as in increasing the precision of the data gathered. The effect of these techniques on reading and handwriting rate are discussed, and case studies are presented. References and selected figures are included.

1132. Zucker, Alfred. An Investigation of Factors Contributing to and Interfering with the Successful Achievement of Remedial English Course Objectives in Los Angeles City Junior Colleges. Dissertation, University of California at Los Angeles, School of Education, 1966, 225p. [ED 025 229. Document not available from EDRS. Available from University Microfilms, Dissertation Copies (Order No. 66-6830)]

This study proposed to identify the objectives of the remedial English 21 course and to discover the factors that contributed to or interfered with the success of the objectives. The major part of the study involved five hundred students randomly selected, one hundred from each of five junior colleges. Students answered a questionnaire indicating which incidents they felt encouraged or hindered the successful achievement of the seven course objectives. Using the critical incident technique, the responses were analyzed. From the findings it was recommended (1) that teachers encourage class discussion, refrain from constant lecturing, use many examples, use audiovisual materials, and ask and answer student questions, and (2) that students complete many exercises, participate in class activities, and read extensively.

Evaluation

1133. Hambley, Peggy; Saar, Lorraine. Remedial English Placement Study. Warren, Mich.: Macomb County Community College, 1969, 28p. [ED 037 321]

An answer was sought to the question of whether there is a more precise way of placing freshman college students in English into appropriate remedial class groups; current placements are contingent upon entrance test scores only. Subjects were selected from a certain group of remedial students who had been placed in the developmental reading/composition program at Macomb Community College. They were given a diagnostic reading test in addition to the entrance exam, and specific remediation groups were formed on the basis of test performances. After both tests were surveyed, it was decided that there was justification for using the reading test to aid in grouping. The findings also dictated that further study is needed to determine if individual weaknesses can be more positively identified from the specific areas of the tests. References are included.

1134. Martin, Peter B. Freshman Reading Ability: Fall 1967-Day Session, Nelson-Denny Reading Test. New York: City University of New York: New York City Community College, 1967, 10p. [ED 021 528]

Results of the Nelson-Denny Reading Test are used as a screening device for selecting students for remedial work in the reading and study skills center (R-S) at New York Community College (NYCC). A descriptive analysis of the Fall, 1967 day-session freshmen showed that the average freshman at NYCC was reading at the 12.6 grade level, or .4 grade levels below the national norm for college freshmen. Half of the freshmen were at the 42nd percentile and below, with the range varying between the first and 99th percentile. Twenty percent of the freshmen scored at or below the 10.5 grade level, the cut-off point used by the R-S. The reading ability of the freshmen of 1967 was essentially the same as that of all preceding freshman classes. The survey has implications for such areas as curriculum design, remedial programs, textbook selection, and counseling at NYCC. Charts indicating reading ability by departments and local institutional norms are included in the report.

1135. Meier, Deborah; and others. Notes from City College Advisory Service to Open Corridors. New York: City University of New York, 1972, 32p. [ED 061 387. Also available from City College Advisory Service to Open Corridors, Klapper Hall 214, Convent Avenue and 136th Street, New York, N.Y. 10031 ($0.50)]

Contents of this booklet include (1) "What's Wrong with Reading Tests?" by Deborah Meier, covering the following areas: the definition of reading, the social context of testing, the trouble with the tests, and how children handle tests; (2) "An English View of

Evaluation," an excerpt from a longer interview with Kenneth Barker at Froebel Institute in London, conducted a year ago as part of the Ford Foundation/School Council's Anglo-American Primary School Project; (3) "The Game of Language," by Elli Ohringer, a paper concentrating on ways teachers can help children develop their skills and self-confidence in oral communications; and (4) a review by Celia Houghton of "Theresa, Theater, Terrariums," a pamphlet prepared by Jennifer Andreae documenting the New Rochelle School District's effort to implement the open classroom approach.

1136. Tittle, Carol; Kay, Patricia. Selecting Tests for an Open Admissions Population. Paper presented at the Annual Meeting of the American Educational Research Association, New York, February 1971. 10p. [ED 048 359]

The establishment of an open admissions policy made necessary an evaluative procedure to identify groups requiring remedial instruction, and to assist in estimating budgeting and staffing needs. This study was undertaken, therefore, to select tests in reading and mathematics which would (1) discriminate adequately between non-college and college preparatory groups, in the traditional meaning of these groups; (2) have "floor" adequate to provide discrimination in the lower ranges of the test distribution; (3) be accepted by those in the top of the distribution, even though "ceiling" effects would be present. Results indicated that the wide range in achievement and changing nature of the university population was more typical of a general high school population than a college preparatory one. The relative accuracy in selecting tests with the desired characteristics will permit studies on the nonselected open admissions population.

Research

1137. Adams, Effie Kay. Underlining: The Graphical Aid to College Reading. Paper presented at the National Reading Conference, Atlanta, Ga., December 4-6, 1969, 18p. [ED 036 407. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference, Inc., from Marquette University, Milwaukee]

Underlining as a study aid for college students has only recently been considered important in the hierarchy of study skills. A review of statements and studies concerning underlining leads off this study of the extent to which underlining was employed by college students in two education courses at Northern Illinois University, and the relationship, if any, between the amount of underlining and the grade point averages of these students. All manner of marking such as boxes and parentheses were considered to be underlining. Results showed little correlation between underlining and grades, but provided some useful implications such as the need for more and varied research in the area, and the need for

systematic instruction in the technique of underlining to help students get more out of their textbooks. References and a student questionnaire regarding underlining practices are included.

1138. Bliesmer, Emery P. 1967 Review of Research in College-Adult Reading. Yearbook of the National Reading Conference, 1967. [ED 016 578. Document not available from EDRS. Available from National Reading Conference]

A review of 124 articles pertaining to college and adult reading is presented. The articles are treated within the following areas: (1) programs, including reading and study habits, traits, and skills, (2) the influence of reading, study habits, and skills, (3) the factors influencing reading and other study habits and skills, and (4) miscellaneous, including tests, newspapers, readability, and other areas.

1139. Bliesmer, Emery P. 1968 Review of Research on College-Adult Reading. Paper presented at the National Reading Conference, Los Angeles, December 5-8, 1968, 48p. [ED 027 171. Document not available from EDRS. Available in National Reading Conference 1968 Yearbook]

One hundred seventy-nine research reports on college and adult reading are reviewed under five major headings: (1) programs, (2) reading, study, and related habits, traits and skills, (3) influence of reading, study, and related habits and skills, (4) factors influencing reading and other study habits and skills, and (5) testing, readability, newspapers, materials, and other areas. In most instances, the populations, procedures, results, and conclusions are described. Two program studies were national in scope, three were statewide, and one was concerned with nationwide adult basic education programs. Relatively few reports described a specific program, but a considerable number reported the results or evaluations of specific programs. Some evaluated a particular method or methods or compared methods. Several reviewed studies pertinent to the predictive value of reading for college or other academic success. The relationships between various personality traits or characteristics, and reading and related skills are described in the section dealing with factors influencing reading. A bibliography is included.

1140. Bliesmer, Emery P. 1969 Review of Research on College-Adult Reading. Paper presented at the National Reading Conference, Atlanta, December 4-6, 1969, 46p. [ED 038 241. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference, Inc., from Marquette University, Milwaukee]

A total of 180 reports found relevant for the annual review of research on college-adult reading were treated under five major headings. Studies that dealt with trends, origin and development of programs, descriptions of specific programs, and the evaluation of the improvement of program participants were classified under

the first heading. The second major heading included reviews of reports dealing with reading, study and related habits, traits, and skills. Studies that yielded indications of the influence of reading, study, and related habits and skills, comprised the third category. Reports concerned with factors influencing reading and other habits and skills were grouped in a fourth category. Included under a fifth heading were miscellaneous reports that dealt with tests and/or testing, readability, follow-up studies, evaluation of materials, teacher attitude, and the human subject in psychological research. A bibliography is included.

1141. Bossone, Richard M. The Reading-Study Skills Problems of Students in Community Colleges of the City University of New York. New York: City University of New York, 1970, 110p. [ED 039 866]

Problems in the reading and study skills of students in City University of New York (CUNY) community colleges are the subject of this report. Questionnaires asking for information on factors related to these problems were completed by 496 CUNY students. Results indicate that, among other things (1) there is a high correlation between reading and study problems, and physical, psychological, intellectual, and environmental factors, such as physical fatigue, ability to concentrate on and understand assignments, worry about grades and reading ability, lack of encouragement to read by friends and parents, a distracting home environment, and lack of interest in teaching reading at the high school level; and, (2) most reading and studying problems involve comprehension, study, critical reading, and vocabulary skills. Questionnaires were also sent to the individuals in charge of reading or basic study programs at the participating community colleges. Responses indicate that while three of six participating colleges have reading and study programs, they also have space, material, or academic support problems.

1142. Burrichter, Arthur W. A Study of Elementary Public School Personnel Attitudes toward Continuing Education in Selected Communities in Wyoming: An Experiment in Changing Adult Attitudes and Concepts. Ed.D. Thesis, University of Wyoming, Laramie, 1968, 125p. [ED 029 239]

A study was made to determine the attitudes of elementary public school teachers and administrators toward education as a lifelong process, and the possibility of isolating, testing, and changing adult attitudes to encompass new concepts. Full-time elementary school personnel (455) in Albany and Laramie counties completed a tested adult attitude scale. From these, eighty-eight were selected for the experimental study; and of these, forty-one completed the experiment. In Albany County, twelve of the forty-one persons met in two sessions with a film, lecture, and small group discussions; while twenty-nine from Laramie County received the information only through the mail in written form. Both methods of disseminating information about the tested concepts on the attitude scale were significantly effective in changing total scores in the low and high groups. Neither method showed greater effectiveness

when comparing changes between low and high groups. However, the Albany County method of small group discussion produced a significantly greater change in total scores than did the Laramie County method of mailed information. A bibliography and the questionnaires used are included.

1143. Curry, Robert L. A Comparison of Four Practice Schedules in College Developmental Reading Classes. Paper presented at the National Reading Conference, Atlanta, December 4-6, 1969, 11p. [ED 035 533. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference, Inc., from Marquette University, Milwaukee]

An investigation was conducted to determine whether differing schedules of reading practice had a significant effect on the reading achievement of male college students enrolled in a developmental reading course. Subjects were eighty male students at Central State College, Edmond, Oklahoma. Pretest and posttest results were compared. The Nelson-Denny Reading Test was used to measure vocabulary, comprehension, and reading rate, and the Metropolitan Achievement Test to measure spelling. The course format required each student to engage in independent, self-help activities under the guidance of the course instructor. The regular class met one hour per day, five days per week, for eight weeks. Students were randomly assigned to one of four treatment groups. The four treatment effects investigated by analysis of covariance were as follows: (1) five twenty-minute practice sessions per week, (2) two fifty-minute practice sessions per week, (3) two thirty-five-minute and one thirty-minute practice sessions per week, and (4) no required practice. Groups with required practice improved significantly (.05) on vocabulary, comprehension, and reading rate. The no-required-practice group improved significantly only in reading rate. Recommendations and references are included.

1144. Evaluation, Adult Education Project, Reading Techniques for Parents, 1965-1968. Los Angeles: Los Angeles City Schools, 1968, 21p. [ED 023 017]

During 1965-68, the Los Angeles City Schools conducted a community involvement reading program for parents, teachers, volunteer workers, and other adults interested in teaching children how to read. Twelve teacher hours of instruction were divided either into six two-hour or four three-hour segments. The reading method, "formula phonics," is a learning theory approach to teaching, and uses an integrated word-attack system taught in a manner and setting which help remove a pupil's anxiety through his making correct responses. Comments from participants and principals indicated that (1) the project was highly effective in teaching adults the techniques of reading instruction, (2) the instructor's personality and the clear, interesting presentation of meaningful well-organized materials contributed greatly to program effectiveness, (3) the brevity of the courses did not permit some participants to practice and review their findings, and (4) home

instruction was the major use of course learnings. It was recommended that additional research be done. The document includes samples of phonics materials.

1145. Follman, John. Critical Reading-Critical Thinking and College Reading. Paper presented at the Annual Meeting of the College Reading Association, Philadelphia, March 19-21, 1970, 11p. [ED 039 107]

Underlying assumptions, enhancement procedures, and problems associated with the enhancement of critical reading were discussed. Empirical evidence was cited to demonstrate that critical reading could be defined as overlapping substantially with critical thinking, and as sharing with critical thinking a very large verbal component, particularly vocabulary, reasoning, and classifying activities. Documentation was provided to show that critical reading is a desired educational objective, and also that critical reading can be developed. Approaches to enhance students' critical reading-critical thinking ability were cited: development of vocabulary ability; propaganda analysis; practice with verbal evidence, scientific methods, reasoning; practice in inferring beyond literal meaning; analysis of affective and value language; and games. Typical problems associate with the enhancement of critical reading-critical thinking were cited; inadequate vocabulary ability; reaction evoked by questioning, critical reading-critical thinking of traditional attitudes and values; lack of suitable materials; measurement and evaluation; effectiveness of different enhancement approaches; and transfer.

1146. Ford, Nick Aaron. Improving Reading and Writing Skills of Disadvantaged College Freshmen. College Composition and Communication 18 (May 1967): 99-105. [ED 018 447]

A three-year experiment in improving the reading and writing skills of culturally disadvantaged college freshmen was conducted, in order to determine (1) whether or not specially selected materials, experiences, and methodology can motivate students more thoroughly than does the typical freshman English course, and (2) whether the effectively-motivated students who have improved their reading and writing skills will likewise achieve at a higher level in other academic subjects involving these skills. This document is a brief summary and interpretation of the study conducted. The problem, methodology, major assumptions underlying the methodology, and evaluation techniques are outlined briefly.

1147. Friedman, Herbert L.; and others. Further Research on Speeded Speech as an Educational Medium. Final Report, Parts 1-5, July, 1965--September, 1967. Silver Spring, Md.: American Institute for Research in Behavioral Sciences, 1967, 215p. [ED 017 983]

Under two grants from the new Educational Media Branch of the Office of Education, research conducted at the American Institutes for Research from 1963 through 1967 examined major variables in listening

comprehension when college-age students are exposed to rate-controlled speech. The technique used to alter the rate of presentation of tape-recorded speech is an innovation which permits the speed of speech to be altered independently of pitch. College students were tested in a number of experiments using novels as practice listening material, and historical passages as test material, with less complete examination of psychological and geological materials. Variables were into three areas: (1) stimulus variables (amount, duration, rate, content, and continuity of exposure to practice and test listening materials), (2) situational variables (listening aids before and during material presentation, self-determination of rate, measurement of retention, and use of compressed speech as a method of review), and (3) listener variables (individual differences in sex, intercorrelations between listening and reading scores, and general language ability). The results demonstrate that students can learn to comprehend college level material at better than twice the normal rate. Significant improvements at two and one-half times normal can be achieved with ten hours of practice. Nearly all students were receptive to the use of compressed speech in the educational setting.

1148. Fryburg, Estelle L. Instruction in English Syntax as Related to Achievement of Community College Students. Final Report. New York: City University of New York, Bronx Community College, 106p. [ED 065 122]

This study, sponsored by the U.S. Office of Education, attempts to determine relationships among the understanding of English syntactic patterns, reading achievement, and grade point average, among students at Bronx Community College. The students used in the study were 124 entering freshmen who scored below 60 on the Nelson-Denny Reading Test, and who were enrolled in the reading and study skills laboratory course. A Test of Sentence Meaning was given to evaluate student knowledge of English syntax. Lectures, classroom procedures, course outlines and requirements, and grading procedures were the same for all students, but an experimental group received class exercises and individual assignments emphasizing English syntax. Findings after one semester of instruction showed that there was (1) a high correlation between Nelson-Denny Reading Test scores and knowledge of the English syntax; (2) a significant relationship between directed instruction in English syntax and students' reading achievement; and (3) no significant differences in grade point averages between the control and experimental groups.

1149. Ikenberry, Stanley O.; and others. Effects of Reading, Study Skills Improvement, and Reduced Credit Load on Achievement and Persistence of Failure-Prone College Freshmen: A Pilot Study. Morgantown, W. Va.: West Virginia University, 1966, 84p. [ED 022 654]

This study, sponsored by the U.S. Office of Education, investigated the effect of training in reading-study skills and reduction of the academic credit load on the probability of academic success and the

reduction of withdrawal rates for marginal college students. Subjects were 330 students, selected from the 1964-65 freshman class of West Virginia University, who had a predicted grade point average of 1.99 and below (on a 4.0 scale). Criterion measures included cumulative grade point averages, student grades converted to standard score basis, and student withdrawal rate per semester. Subjects were randomly assigned to four groups: (1) a reading-study skills class with reduced credit load, (2) a reading-study skills class with no reduction in credit load, (3) a reduced load with no special class, and (4) a control group with no special class and no reduction in credit load. At the close of the first semester, each of the criterion measures showed a significant difference in favor of those groups taking the course. Significant interaction effects between the special course and the reduced load treatment were also shown. The group with only the reduced load treatment achieved at a level below the other three groups and had the highest rate of withdrawals. A bibliography and appendixes are included.

1150. Junior College Research Review. Volumes V-VI. Washington, D.C.: American Association of Junior Colleges; Los Angeles: University of California, ERIC Clearinghouse for Junior College Information, 1972, 91p. [ED 063 926]

This document contains the fifth and sixth volumes of the Junior College Research Review. Subjects covered relate to trends, curriculum, types of students and programs, faculty, measurement, employment, decision making, and educational accounts. For the first four volumes of the review, see ED 063 924 and ED 063 925.

1151. Kingston, Albert J. A Hierarchy of Reading Behaviors. Paper presented at the National Reading Conference, Atlanta, December 4-6, 1969, 9p. [ED 036 416. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference]

Viewing reading as involving a continual inputting of graphic symbols and responses involving varying degrees of comprehension, ten categories of reading behavior and/or comprehension manifested by mature adult readers were identified. The ten categories were arranged in order from simple to complex. The validity of the hierarchy was assessed by having twelve advanced doctoral students in reading rank the categories from simple to complex. The rankings of the twelve students were analyzed by Kendall's Concordance Technique which yielded a Spearman RHO coefficient of .915 (significant at the .01 level). All rankings were identical with the original hierarchy, with the exception of interchanging the order of the categories originally ranked ninth and tenth, critical reading and applied or creative reading. Rankings by classroom teachers and by doctoral students who were not reading specialists yielded nonsignificant coefficients. Implications of the experiment in developing precise terminology in reading, in stimulating theory and research, and as a method of analyzing reading behavior at various levels were discussed. References and the table of hierarchy of reading behaviors are included.

1152. Kirchner, Corinne. Adult Interests and Education. In An Overview of Adult Education Research, by Edmund D. Brunner, and others, 1959, 27p. [ED 022 983. Document not available from EDRS. Available from Adult Education Association of the U.S.A.]

To the adult educator, it is basic to know what adult interests are, how they affect participation and learning, and how they may be aroused or changed. Strong pioneered in the formulation of an interest inventory for the study of vocational interests, and Super extended the use of Strong's test to the study of leisure interests to determine the psychological role of avocational interests. Other studies support findings that the number of interests does not change with age, but the content does; the span of interests correlates with intelligence. Reading interests can be differentiated by sex, education, occupation, age, size or community, geographic environment, and time spent reading. Accessibility, rather than interest, is the major factor in determining actual reading. Research on participation has shown that though volume and content of interests do not change with age, there is a trend away from social interest to individualized ones. Studies of interests and learning have been made in college credit situations; there is a lack of comparable research in adult education because of lack of measures of ability and lack of control groups. All the studies are subject to the basic theory considerations, especially the extent to which subjective phenomena may be objectively measured and studied.

1153. Laffey, James L. Recent Reviews and Bibliographic Resources for Reading Research. ERIC/CRIER Reading Review Series, Vol. 1., Bibliography 1. Bloomington, Ind.: Indiana University, ERIC Clearinghouse on Reading, August, 1967, 88p. [ED 013 344]

Descriptive abstracts of especially useful documents related to reading research and published between 1957 and 1966 are presented. Articles which reviewed research, analyzed topics in reading, or provided fairly extensive lists of references are included. The publication presents 259 entries arranged alphabetically by year, and contains an author index. The bibliography can be utilized to gain a general idea of the existing sources of research information related to reading. All items in the bibliography have appeared in the published literature, and can be located in libraries with good collections of journal literature in psychology and education.

1154. Lee, Wayne D. Why Bother to Teach Critical Reading Skills to College Reading Classes? Paper presented at the National Reading Conference, Tampa, Fla., November 30-December 2, 1967, 9p. [ED 015 852]

A review of research on critical reading indicates that efforts are being made to teach critical reading at both the secondary and elementary levels, particularly at the secondary level. National Reading Conference Yearbooks and reviews of reported research, however, failed to show a single controlled study on critical

reading at the college level. Not one of the 61 doctoral dissertations on college reading done between 1918 and 1960 was on critical reading. On the other hand, two recent volumes of "Reading Research Quarterly" cited five studies reported in journals other than reading journals, which were conducted by nonreading specialists. All these findings support the following assumptions: (1) that elementary and secondary reading teachers believe that critical reading can be taught, (2) that National Reading Conference members fail to put proper emphasis on the teaching of critical reading, and (3) that college reading teachers do not teach critical reading in their courses. Since there is more than enough writing done on ways of organizing and teaching critical reading, there is need for more experimentation, preferably by reading specialists.

1155. Martin, Ruby W. Current Issues--The Public College. Paper presented at the Annual Meeting of the International Reading Association, Detroit, Mich., May 10-13, 1972, 13p. [ED 063 080]

A Reading Interest Group of representatives from predominantly black colleges of the country was established by the Southern Regional Education Board's Institute of Higher Educational Opportunity. Representing fifteen institutions from the East and Midwest, this group met and attested to the fact that a major percentage of the failures of black students could be traced to a lack of reading comprehension skills. Specific needs and concerns registered by this group are outlined in the report. The major needs are (1) production of materials pertinent to black students, (2) examination and evaluation of current reading materials used, and (3) research designs relative to all aspects of reading programs which are currently in effect at predominantly black colleges. The following issues were expanded and discussed in this report: (1) improvement of programs, (2) development of a useful bibliography with contribution of black reading specialists, (3) production of materials incorporating the work of black reading teachers, (4) administrative support, (5) staffing problems, and (6) teacher education. References are included.

1156. Miller, Justin H. Trends in Adult Reading. December 1966, 15p. [ED 015 080]

Trends evident in adult reading during the 1960's in the areas of administration, programs, teaching, techniques, research projects, and methods of promotion of reading programs are discussed. Two instances of commercial exploitation based on intense and often fallacious advertising, and on public ignorance, are cited. A positive trend in the area of research on the nature of adult reading is noted. The findings of studies on high speed reading by Spache, Taylor and Liddle, Thalberg and Eller, Stephens and Oram, and Shale are reviewed. More research is recommended in the area of inner or subvocal speech. Another positive trend is toward the development of reading programs for business and industrial concerns. The role of the university, particularly of New York University, in fostering the development and supervision of business and industrial

programs, is discussed.

1157. Paisley, William J.; Rees, Matilda B. Social and Psychological Predictors of Information Seeking and Media Use, a Multivariate Re-Analysis Report. Paper presented at the National Seminar on Adult Education Research, Chicago, Ill., February 11-13, 1968, 122p. [ED 017 819]

Using data from a Stanford University study in Fresno, California, a multivariate analysis was made of 25 media-use and information-seeking behaviors. Seven social-personal and three psychological variables were also considered. Younger adults were most likely to participate in adult education, especially vocational courses and evening classes; and to use radio for music and entertainment. Older adults were the ones most likely to read "Readers' Digest" and rely on radio for information. Reading of fiction books and of domestic and fashion magazines (women), and participation in arts and crafts courses (men), and liberal arts (women), were best predicted by sex. Education correlated with reading of books, news magazines, and periodicals in general, and with recent public library use. Income and education were strong predictors of newspaper use. Receptivity to new educational media predicted the use of reference books, impersonal information-seeking, and independent study. Membership in organizations correlated closely with interpersonal information seeking, and the perception of practical information in media was related to use of "Life" magazine, serious television programs, and specific information seeking. Achievement motivation correlated with nonfiction reading. Implications and alternative approaches were suggested. Included are 52 tables and figures and 28 references.

1158. Spache, George D. College-Adult Reading--Past, Present, and Future. Paper presented at the National Reading Conference, Los Angeles, December 5-7, 1968, 13p. [ED 028 049. Document not available from EDRS. Available in 1968 National Reading Conference Yearbook]

College-adult reading research trends are discussed. The reading process; the influence of vision, perception, and personality; and program outcomes are noted as major trends of past studies, and a list of mistaken assumptions in these earlier studies is given. Present research shifts to the study of the role of both teacher and student personality and to the significance of the student's ambitions, self-concept, and self-expectations in relation to reading performance. Reflecting this trend is the denigration of the machine, the workbook, and mass instruction to minor roles. These are replaced by counseling-oriented and individualized reading programs. Intensive behavioral studies, closed circuit television, package materials, and computer-assisted instruction are seen as future college-adult reading research trends. References are included.

1159. Summers, Edward G.; and others. Published Research Literature in Reading, 1950-1963. Bloomington, Ind.: Indiana University, ERIC

Clearinghouse on Reading, 1967, 398p. [ED 012 83?]

This bibliography presents 1,913 citations and annotations on published research literature in reading, taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. The citations from the annual summaries for 1950-1963 were transferred to magnetic tape, which was used to generate a special master for multilithing the publication. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included.

1160. Wolfe, Lloyd M. A Study of the Relationship between Lifelong Learning and Adjustment of Older People. Dissertation, University of Michigan, Ann Arbor, 1963, 119p. [ED 019 572. Document not available from EDRS. Available from University Microfilms (Order No. 63-5035)]

An investigation was made of a possible relationship between good adjustment in later years and learning during adulthood. An attitude scale was administered to 251 men and women over 65, from which the highest and lowest fifty scores were selected. The 100 participants were interviewed as to their educational activities--reading, adult education classes, or clubs with some educational program. Good adjustment was significantly related to educational activities, to present sources of income, and to grade completed. Well-adjusted persons had income from private sources and had higher levels of formal education. Continued learning was not related to source of income, or school grade completed among those who had eight grades or less completed. For those completing nine years or more of school, there was no difference between adjustment and learning.

1161. Woodward, John C. Profile of the Poor Writer--The Relationship of Selected Characteristics to Poor Writing in College. Coral Gables, Fla.: University of Miami, 1965, 54p. [ED 018 445]

A study of the specific background characteristics of writing groups at the University of Miami was conducted, in order to determine the background profile of individuals who are considered poor writers, i.e., students who received D or E in writing for the semester prior to this study. Data obtained from student answers to a questionnaire are briefly analyzed and presented in 45 tables. In the summary and conclusions chapter, 42 characteristics of the poor writer and nineteen characteristics of the good writer are listed. A list of tables and an appendix containing the questionnaire given to students are included.

1162. Yarington, David Jon. A Study of the Relationships between the Reading Done by College Freshmen and Aptitude and Scholastic Achievement. Athens, Ohio: Ohio University, 1967, 248p. [ED 013 712]

The amount and kind of reading done by college freshmen, and the number of hours devoted to it during an academic year, were related to aptitude as measured by the American College Testing program battery (ACT), and grade point average. Time chart forms were used to collect the data. Charts were kept by Ohio University freshmen men for twenty-eight weeks. The total sample was 3,426. Mean scores and correlations were used to analyze the data. The mean number of hours spent reading per week by freshmen was 14. Freshmen seemed to read more immediately prior to examinations. There was a negative correlation between hours spent reading social science and ACT. The data seemed to indicate that the apparently more industrious students reported the highest number of pages read. The reading rates among various subject matter varied significantly. Freshmen seemed to read more pages in social science and English than in other subject areas. The number of hours devoted to newspapers, magazines, and unrequired novels exceeded three hours per week. The time spent studying varied from week to week. Additional results, conclusions, a bibliography, correlation tables, and appendixes are included.

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059 847 (1090)

College Students
011 822 (1065)
012 214 (1131)
015 852 (1154)
017 983 (1147)
018 445 (1161)
019 184 (1118)
035 533 (1143)
036 407 (1137)
037 323 (1088)
038 241 (1140)
039 107 (1145)
040 013 (1082)
040 822 (1073)
048 359 (1136)
073 418 (1036)

Colleges
027 172 (1075)
063 030 (1155)

Communication Skills
017 774 (995)
036 718 (1029)

Communication (Thought Transfer)
016 164 (1016)
034 148 (1038)

Community Colleges
049 020 (1059)
056 845 (1095)
056 850 (1049)
073 436 (1027)

Comparative Testing
039 095 (1110)

Compensatory Education
013 128 (998)
049 020 (1059)

Composition (Literary)
018 445 (1161)
018 447 (1146)

Composition Skills (Literary)
018 442 (1119)
057 054 (1126)

Comprehension Development
001 490 (1113)

Comprehensive High Schools
020 059 (1050)

Computer Assisted Instruction
024 763 (1052)

Content Reading
015 849 (1064)

Continuing Education Centers
019 610 (1037)

Continuous Learning
019 572 (1160)
024 911 (1047)
029 239 (1142)

Conventional Instruction
026 611 (1029)

Cooperative Programs
027 172 (1075)

Corrective Institutions
019 613 (1106)

Course Content
020 059 (1050)

Course Descriptions
061 509 (981)

Course Evaluation
039 109 (1080)

Critical Incidents Method
025 229 (1132)

Critical Reading
001 490 (1113)
015 852 (1154)
027 160 (1099)
036 410 (1063)
039 107 (1145)

Critical Thinking
039 107 (1145)
039 458 (1055)

Culturally Disadvantaged
018 447 (1146)

Curriculum
030 048 (1021)

Curriculum Development
019 604 (965)
024 763 (1052)

Curriculum Guides
012 866 (1028)
017 774 (995)
028 360 (1033)
033 309 (1040)
041 161 (1051)
065 777 (1043)

Dairymen
020 340 (1053)

Deaf Education
073 436 (1027)

Definitions
063 091 (1071)

Demonstration Programs
039 417 (1039)

Developmental Reading
011 822 (1065)
035 533 (1143)
043 448 (1069)

Diagnostic Teaching
061 940 (1091)

Diagnostic Tests
037 321 (1133)
048 359 (1136)

Disadvantaged Groups
012 866 (1028)
020 059 (1050)
024 763 (1052)
030 048 (1021)
034 143 (1031)
034 914 (1018)
041 161 (1051)

Disadvantaged Youth
036 419 (1089)
041 208 (1124)

Discrimination Learning
082 157 (1145)

Dogmatism
039 458 (1055)

Dropout Rate
022 654 (1149)

Dropout Rehabilitation
041 161 (1051)

Educational Counseling
027 172 (1075)

Educational Diagnosis
061 387 (1135)

Educational Methods
015 416 (1123)
039 417 (1039)

Educational Needs
020 340 (1053)

Educational Objectives
014 667 (1103)
039 107 (1145)
045 284 (1067)

Educational Practice
024 548 (1070)

Educational Problems
039 866 (1141)

Educational Research
063 926 (1150)

Educational Strategies
034 914 (1018)
062 848 (1109)

Educational Technology
038 576 (1041)

Educational Television
003 561 (1023)
065 755 (1095)

Educational Trends
015 080 (1156)
063 926 (1150)

Educationally Disadvantaged
013 128 (998)
038 576 (1041)

Elementary School Supervisors
029 239 (1142)

Elementary School Teachers
029 239 (1142)

English
018 445 (1161)
027 343 (1101)

English Curriculum
038 246 (1074)

English Instruction
018 442 (1119)
018 447 (1146)
025 229 (1132)
032 343 (1111)
057 054 (1126)
065 122 (1148)
073 436 (1027)

English Programs
030 420 (1078)

English (Second Language)
042 108 (1035)
062 848 (1109)

Evaluation
016 156 (1009)
023 941 (1107)
042 108 (1035)

Evaluation Criteria
024 436 (1104)

Evaluation Techniques
082 159 (1046)

Evaluative Thinking
036 410 (1063)

Experimental Programs
039 458 (1055)

Experiments
042 086 (1008)

Family Life Education
030 063 (967)

Farmers
025 712 (1056)

Freshmen
023 362 (1072)

Functional Illiteracy
014 680 (1007)
016 164 (1016)
026 611 (1029)
059 482 (966)

General Education
039 458 (1055)

Grade Prediction
068 028 (1125)

Group Instruction
041 208 (1124)

Grouping Procedures
037 321 (1133)

Guidance Counseling
038 568 (964)

Guidelines
038 568 (964)

Guides
061 498 (983)

High School Students
019 184 (1118)
022 018 (1057)

Higher Education
015 853 (1081)
018 442 (1119)
023 362 (1072)
068 028 (1125)

Historical Reviews
014 667 (1103)
040 013 (1082)

Illiterate Adults
001 474 (975)
001 475 (976)
001 476 (974)
001 477 (968)
001 478 (977)
001 479 (973)
001 480 (970)
001 481 (979)
001 482 (994)
001 485 (972)
001 487 (1004)
001 488 (971)
001 489 (969)
001 491 (999)
001 492 (978)
003 561 (1023)
012 215 (996)
014 629 (1012)
015 855 (984)
023 057 (1014)
026 619 (985)
027 174 (1042)
068 812 (997)

Individual Characteristics
020 340 (1053)

Individual Instruction
001 474 (975)
001 475 (976)
001 476 (974)
001 477 (968)
001 478 (977)
001 479 (973)
001 480 (970)
001 482 (994)
001 485 (972)
001 487 (1004)
001 488 (971)
001 489 (969)
001 491 (999)
001 492 (978)
036 395 (1061)

Individualized Instruction
041 208 (1124)
059 847 (1090)

Individualized Programs
030 048 (1021)
036 718 (1029)

Individualized Reading
049 021 (1062)

Informal Reading Inventory
070 057 (1015)

Information Dissemination
029 239 (1142)
059 482 (966)

Information Seeking
017 819 (1157)

Information Sources
015 416 (1123)
025 712 (1056)

Information Theory
082 157 (1045)

Initial Teaching Alphabet
014 650 (1013)
026 619 (985)

Innovation
063 926 (1150)

Inservice Teacher Education
019 575 (1024)
035 801 (1022)

Institutes (Training Programs)
034 143 (1031)

Institutionalized (Persons)
023 941 (1107)

Instructional Innovation
036 419 (1089)

Instructional Materials
003 561 (1023)
014 629 (1012)
014 680 (1007)
016 156 (1009)
016 917 (1122)
017 884 (989)
017 885 (990)
017 886 (993)
017 887 (991)
017 888 (992)
023 057 (1014)
028 316 (1003)
034 914 (1018)
038 568 (964)
042 086 (1008)
042 108 (1035)
061 520 (1032)

Instructional Programs
016 572 (1108)

Instructional Staff
019 610 (1037)

Instructional Technology
019 604 (965)

Interests
022 983 (1152)

Job Training
017 787 (1019)

Junior College Students
039 091 (1129)

Junior Colleges
021 528 (1134)
023 395 (1097)
025 229 (1132)
027 160 (1099)
027 343 (1101)
028 046 (1100)
030 420 (1078)
032 049 (1098)
036 395 (1061)
039 866 (1141)
045 324 (1114)
056 845 (1096)
057 054 (1126)
061 940 (1091)
063 926 (1150)
065 122 (1148)

Language Arts
013 344 (1153)

Language Styles
016 164 (1016)

Lay Teachers
027 174 (1042)

Learning Difficulties
024 911 (1047)
061 940 (1091)

Learning Motivation
056 850 (1049)

Learning Processes
024 911 (1047)

Liberal Arts
015 416 (1123)

Library Materials
024 436 (1104)

Library Networks
028 788 (1102)

Library Services
010 294 (1105)
014 667 (1103)

Library Surveys
028 788 (1102)

Listening Comprehension
017 983 (1147)

Listening Skills
017 983 (1147)
063 091 (1071)

Literacy
011 821 (1006)
012 215 (996)
024 436 (1104)
049 245 (1117)

Literacy Classes
003 561 (1023)

Literacy Education
012 411 (1000)
014 629 (1012)
014 650 (1013)
014 680 (1007)
015 108 (1115)
017 787 (1019)
023 057 (1014)
023 941 (1107)
024 763 (1052)
026 619 (985)
039 417 (1039)
061 509 (981)
070 057 (1015)

Literature Reviews
027 171 (1139)
063 091 (1071)

Low Achievers
018 445 (1161)

Management
016 917 (1122)

Manuals
024 912 (1128)

Mass Media
010 294 (1105)
036 410 (1063)
065 755 (1095)

Material Development
014 650 (1013)
042 086 (1008)

Mathematics
034 148 (1038)

Mechanics (Process)
017 699 (1058)

Mentally Handicapped
023 941 (1107)

Metropolitan Areas
028 788 (1102)

Middle Aged
017 787 (1019)

Motivation
022 983 (1152)

Motivation Techniques
036 407 (1137)

Multimedia Instruction
026 611 (1029)
036 718 (1029)

Multisensory Learning
037 320 (1066)

National Surveys
011 821 (1006)
056 845 (1096)

Negro Education
001 481 (979)
036 417 (1077)
037 320 (1066)

Negro Students
019 367 (1116)
036 419 (1089)
063 080 (1155)

Neighborhood Centers
012 855 (1005)

Older Adults
019 572 (1160)

Open Enrollment
048 359 (1136)
048 998 (1093)
059 847 (1090)

Operant Conditioning
012 214 (1130)

Oral Communication
061 387 (1135)

Orientation
023 362 (1072)

Paraprofessional School Personnel
061 498 (983)

Parent Education
023 017 (1144)

Participant Characteristics
021 194 (1048)
034 143 (1031)

Participant Satisfaction
019 610 (1037)
042 086 (1008)

Participation
022 983 (1152)
023 941 (1107)

Performance Factors
036 419 (1089)

Periodicals
019 184 (1118)

Personal Adjustment
019 572 (1160)

Phonics
023 017 (1144)

Pilot Projects
021 134 (1054)

Prediction
017 819 (1157)

Pretechnology Programs
021 134 (1054)

Prevocational Education
017 699 (1058)
024 763 (1052)

Prisoners
019 613 (1106)

Professional Training
056 847 (1068)

Program Administration
019 604 (965)
035 801 (1022)

Program Content
031 370 (1079)

Program Descriptions
038 568 (964)

Program Design
030 048 (1021)

Program Effectiveness
039 095 (1110)

Program Evaluation
012 855 (1005)
019 610 (1037)
021 194 (1048)
023 017 (1144)
027 463 (963)
035 801 (1022)
036 718 (1029)
044 643 (1002)

Program Improvement
027 343 (1101)
063 080 (1155)

Program Planning
028 329 (987)
061 509 (981)

Programmed Instruction
001 474 (975)
001 475 (976)
001 476 (974)
001 477 (968)
001 478 (977)
001 479 (973)
001 480 (970)
001 485 (972)
001 487 (1004)
001 488 (971)
001 489 (969)
001 491 (999)
001 492 (978)

Programmed Materials
001 481 (979)
001 482 (994)
036 395 (1061)

Programing (Broadcast)
065 755 (1095)

Public Libraries
014 667 (1103)
024 436 (1104)
028 788 (1102)

Public School Adult Education
023 017 (1144)

Public Television
065 755 (1095)

Publications
017 434 (1084)

Questionnaires
056 845 (1096)

Readability
025 383 (1092)

Reading Ability
022 018 (1057)
068 028 (1125)

Reading Achievement
013 712 (1162)
034 963 (1017)

Reading Centers
012 214 (1131)
036 395 (1061)

Reading Clinics
016 572 (1108)

Reading Comprehension
025 383 (1092)
036 416 (1151)
039 091 (1129)

Reading Development
017 886 (993)
017 887 (991)
017 888 (992)
018 699 (1020)
032 049 (1098)
036 395 (1061)
036 416 (1151)
056 847 (1068)
073 418 (1036)

Reading Diagnosis
021 528 (1134)

Reading Difficulty
037 323 (1088)
039 866 (1141
063 080 (1155)

Reading Failure
015 855 (984)

Reading Habits
027 171 (1139)
036 416 (1151)

Reading Improvement
015 853 (1081)
016 917 (1122)
017 427 (1076)
019 184 (1118)
022 018 (1057)
027 172 (1075)
027 175 (1085)
036 417 (1077)
037 315 (1094)
039 109 (1080)
040 013 (1082)

Reading Instruction
001 474 (975)
001 476 (974)
001 477 (968)
001 478 (977)
001 479 (973)
001 480 (970)
001 481 (979)
001 482 (994)
001 485 (972)
001 487 (1004)
001 488 (971)
001 489 (969)
001 491 (999)
001 492 (978)
015 108 (1115)
015 849 (1064)
015 855 (984)
019 184 (1118)
019 600 (1034)
020 094 (1060)
023 017 (1144)
023 057 (1014)
023 395 (1097)
024 912 (1128)
029 753 (1087)
033 309 (1040)
034 148 (1038)
034 914 (1018)
037 310 (1083)
041 161 (1051)
042 108 (1035)
044 594 (1010)
059 847 (1090)
061 498 (983)
061 520 (1032)
062 848 (1109)
073 436 (1027)
074 453 (1127)
082 155 (1025)
082 156 (1026)
082 158 (1044)

Reading Level
021 528 (1134)
024 912 (1127)
070 057 (1015)

Reading Material Selection
017 399 (1130)
044 643 (1002)

Reading Materials
010 294 (1105)
014 650 (1013)
015 108 (1115)
015 410 (988)
017 429 (1121)
017 434 (1084)
022 119 (1120)
024 912 (1128)
026 619 (985)
030 040 (1001)
037 315 (1094)
044 594 (1010)
045 324 (1114)
061 520 (1032)
062 848 (1109)
074 453 (1127)

Reading Processes
036 416 (1151)

Reading Programs
011 821 (1006)
011 822 (1065)
015 080 (1156)
015 853 (1081)
024 548 (1070)
026 611 (1029)
027 160 (1099)
027 175 (1085)
028 046 (1100)
035 533 (1143)
036 417 (1077)
037 310 (1083)
037 315 (1094)
037 320 (1066)
038 241 (1140)
040 013 (1082)
040 822 (1073)
043 448 (1069)
045 284 (1067)
045 324 (1114)
048 998 (1093)
049 020 (1059)
056 845 (1096)
056 850 (1049)
082 155 (1025)
082 158 (1044)
082 159 (1046)

Reading Research
012 834 (1159)
013 344 (1153)
013 712 (1162)
015 852 (1154)
016 578 (1138)
027 171 (1139)
028 049 (1158)
035 533 (1143)
036 407 (1137)
036 416 (1151)
038 241 (1140)
082 155 (1025)
082 156 (1026)
082 157 (1045)
082 158 (1044)

Reading Skills
001 490 (1113)
016 578 (1138)
018 447 (1146)
019 367 (1116)
022 119 (1120)
022 654 (1149)
027 175 (1085)
032 200 (1086)
037 315 (1094)
039 866 (1141)
040 822 (1073)
049 245 (1117)
056 847 (1068)
057 054 (1126)
068 812 (997)
069 963 (1011)
073 418 (1036)
082 157 (1045)

Reading Speed
012 214 (1131)
025 383 (1092)

Reading Tests
022 119 (1120)
034 963 (1017)
061 387 (1135)

Regional Cooperation
063 080 (1155)

Remedial Courses
057 054 (1126)

Remedial Mathematics
030 420 (1078)

Remedial Programs
021 134 (1054)
030 420 (1078)
048 359 (1136)
048 998 (1093)
049 021 (1062)
061 940 (1091)

Remedial Reading
017 399 (1130)
023 395 (1097)
025 229 (1132)
030 420 (1078)
032 049 (1098)
041 208 (1124)
065 122 (1148)
069 963 (1011)

Remedial Reading Clinics
021 528 (1134)

Remedial Reading Programs
027 343 (1101)
032 343 (1111)
037 321 (1133)
037 323 (1088)
038 246 (1074)

Remedial Teachers
025 229 (1132)
027 343 (1101)

Research
039 417 (1039)
044 594 (1010)
049 245 (1117)

Research Needs
015 852 (1154)
038 576 (1041)

Research Projects
015 080 (1156)

Research Reviews (Publications)
013 344 (1153)
016 578 (1138)
022 078 (1112)
022 983 (1152)
038 241 (1140)
063 926 (1150)

Resource Materials
015 410 (988)

Retention
016 917 (1122)

Rural Areas
020 059 (1050)

Self Pacing Machine
017 429 (1121)

Sensitivity Training
040 822 (1073)

Silent Reading
016 164 (1016)
017 399 (1130)

Skill Development
022 119 (1120)
061 509 (981)
063 091 (1071)

Socially Disadvantaged
036 417 (1077)

Special Programs
023 362 (1072)

Speech Compression
017 983 (1147)

State Programs
027 463 (963)
065 751 (962)

State Surveys
015 853 (1081)
037 310 (1083)

Statistical Analysis
017 819 (1157)

Statistical Data
017 819 (1157)

Student Characteristics
018 455 (1101)

Student Motivation
074 463 (1127)

Student Placement
032 343 (1111)

Study Centers
049 020 (1059)

Study Habits
035 533 (1143)

Study Skills
016 578 (1138)
022 654 (1149)
027 172 (1075)

027 175 (1085)
029 753 (1087)
032 200 (1086)
036 407 (1137)
039 866 (1141)
040 822 (1073)
056 850 (1049)
059 847 (1090)
073 418 (1036)
082 159 (1046)

Supplementary Reading Materials
017 399 (1130)

Surveys
024 548 (1070)

Syntax
065 122 (1148)

Tachistoscopes
017 429 (1121)

Taxonomy
069 963 (1011)

Teacher Education
027 174 (1042)
044 643 (1002)
082 159 (1046)

Teacher Qualifications
027 160 (1099)

Teaching Guides
011 822 (1065)
012 411 (1000)
017 699 (1058)
017 885 (990)
017 886 (993)
019 600 (1034)
034 148 (1038)

Teaching Methods
001 490 (1113)
014 629 (1012)
016 917 (1122)
017 885 (990)
017 886 (993)
019 367 (1116)
019 600 (1034)
019 604 (965)
022 078 (1112)
032 343 (1111)
039 095 (1110)
049 245 (1117)
057 054 (1126)

Teaching Techniques
014 680 (1007)
017 787 (1019)
018 442 (1119)
022 078 (1112)
023 057 (1014)
024 912 (1128)
028 329 (987)
033 309 (1040)
059 482 (966)
061 387 (1135)
061 520 (1032)
074 453 (1127)

Technical Writing
025 383 (1092)

Televised Instruction
003 561 (1023)

Test Construction
034 963 (1017)

Test Selection
048 359 (1136)

Testing
044 594 (1010)

Testing Problems
061 387 (1135)

Tests
026 619 (985)

Time Blocks
013 712 (1162)

Trainers
019 575 (1024)

Tutorial Programs
049 020 (1059)

Tutoring
016 572 (1108)
027 174 (1042)
059 482 (966)

Underachievers
049 021 (1062)

Use Studies
028 788 (1102)

Values
017 427 (1076)

Visual Preception
082 157 (1045)

Vocabulary Development
017 884 (989)
017 888 (992)
018 699 (1020)
039 095 (1110)

Vocational Agriculture
022 018 (1057)

Vocational Aptitude
017 699 (1058)

Vocational Education
020 059 (1050)
041 161 (1051)
056 850 (1049)

Volunteers
039 417 (1039)
061 498 (983)

Welfare Recipients
021 194 (1048)

Word Lists
018 699 (1020)

Workshops
044 643 (1002)

Writing Exercises
017 884 (989)
017 887 (991)
017 888 (992)

Writing Skills
019 367 (1116)
049 245 (1117)

Young Adults
039 548 (1055)

Young Farmer Education
020 340 (1053)